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ABSTRACT

Designed to assist bilingual teachers in providing a coordinated program of studies for students in the Connecticut Migratory Children's Program and others whose native language is Spanish, this social studies curriculum guide for fourth grade is one of a series for pre-school through fifth grade. The overall focus is on Puerto Rican history and culture, placing development of skills within the context of the experience and social identity of the child. A sequential approach is utilized. The guide contains seven units, related to those in the other fourth grade guides: Connecticut, Puerto Rico, Latin America, Europe, Asia, Eskimos, and American Indians. Appropriate skills are presented in each unit; for example, the skills in the unit on Eskimos are: describing a theory about Eskimo origins; understanding how climate affects social structure by causing migration; comparing different aspects of the Eskimo with the American Indian; describing historical changes affecting Eskimo life-style; understanding Eskimo arts, crafts and religion. Key vocabulary words are listed with each skill. Activities to motivate students to learn each new skill are described. The illustrations provided can be copied for instructional use. Much of the material for the teacher to use in class is given in Spanish. (CM)

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Connecticut Migratory Children's Program

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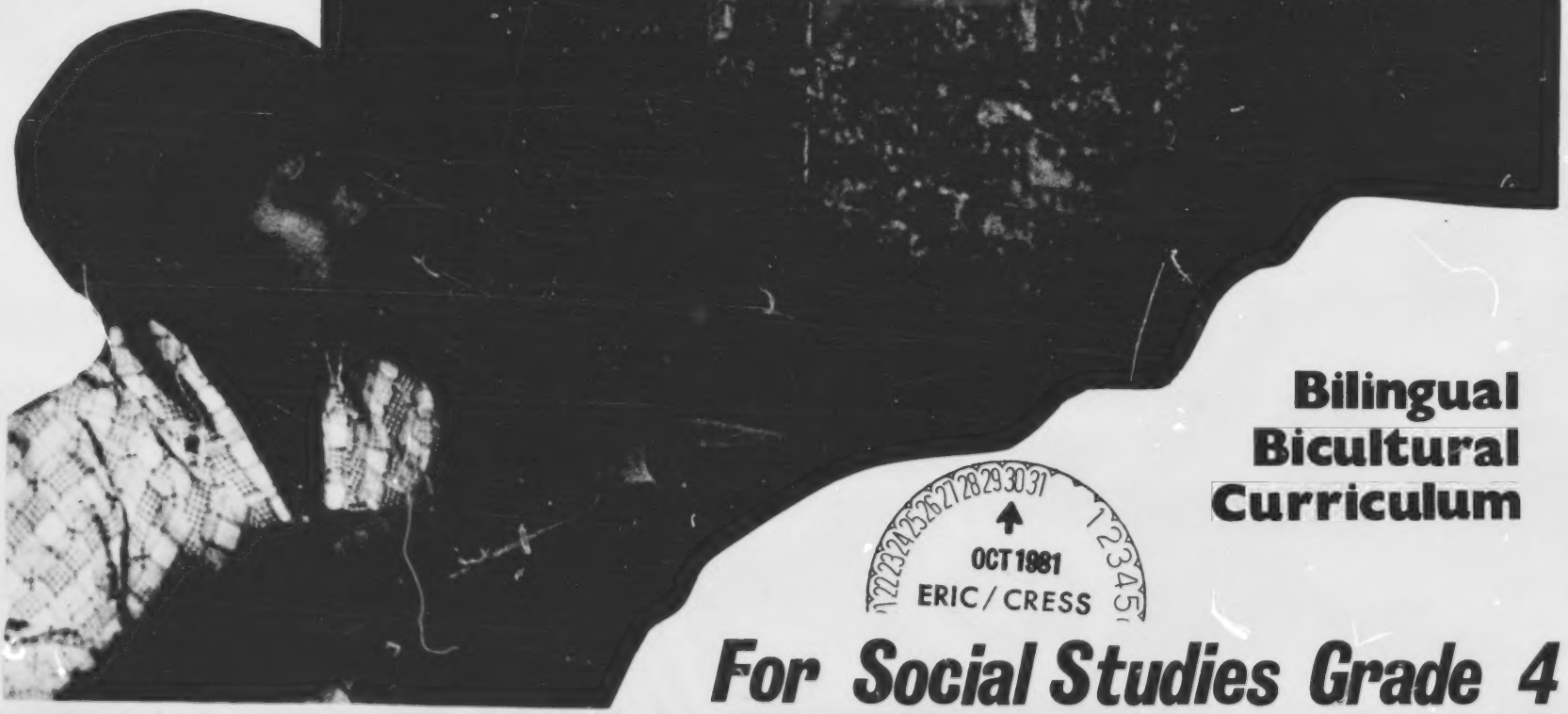

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Bilingual Bicultural Curriculum

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For Social Studies Grade 4

PREFACE

It may be important for teachers who are using this curriculum guide to understand how the guide was developed. First, a sequence of skills which are important for a child to learn at the given grade level were identified. Content subject matter appropriate for the social experience and interests of the children was then identified. This subject matter became the basis for establishing the seven organizational units of this guide. The skills were divided and placed for presentation under the seven content units. Each skill is listed inside a box located at the upper left corner of each skill page. Key vocabulary words are listed at the right of each skill so that the students can be introduced to the new vocabulary that will be encountered in the activity. After each skill, one or more activities are listed which should result in motivating a child to learn the new skill. Many illustrations are provided throughout the guide which can be copied and utilized during instruction.

In many cases, the skills were developed in a specific developmental and academic sequence and it is advised that the skills be followed in that way. Careful consideration should be taken if one decides to break away from this sequence.

Teachers should not hesitate to return to a lower level curriculum guide to meet the needs of the children. The guides were created to be used at a rapid pace, therefore, it is essential to determine appropriate skill and guide levels of the children to insure success and satisfaction to the child.

INTRODUCTION

Social Studies Bilingual - Bicultural Curriculum For Grade Four is one of a series of curriculum guides. When the series has been completed there will be guides for pre-school through grade five students in the areas of social studies, language arts, science and mathematics. The purpose of these guides is to assist bilingual teachers in their efforts to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. In utilizing this curriculum guide it is important to be aware of the philosophical and instructional principles which were central to their development.

First, although the guides contain skills which are commonly considered appropriate to specific grade levels and activities which will facilitate the development of these skills, it has never been assumed that there is a single norm of achievement for all children at a given grade level. There should always be an effort to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move on to more difficult materials only when the child is ready. This is especially true for students who have had their schooling interrupted and disrupted by a migratory experience. The purpose of suggesting skills at given grade levels is simply to provide a logical sequence of skill development. Teachers must be sensitive to differences between children.

Second, the focus of the curriculum for pre-school and kindergarten children is on developmental concepts. In the guides for grades one through five the focus is on social studies concepts and other curriculum areas -- language arts, science, mathematics -- are related to the social studies content. The overall focus of the curriculum guides is on Puerto Rican history and culture. Placing the development of language arts, mathematics and science skills within the context of the experience and social identity of the child enhances motivation to learn.

Third, the instructional program should make every attempt not to confuse children through simultaneous use of two languages. Nevertheless, a major effort should be made to provide common reference points for instruction in Spanish and English. Instructional methodology should have the English learning program "keyed" to the teaching that takes place in Spanish. The concepts and vocabulary taught in English should, whenever possible, be closely related to concepts and vocabulary which have already been learned in Spanish. In this way new materials which are being introduced in English will have solid conceptual structures with which to be associated -- conceptual structures which have already been established adequately in the learner's native language.

CREDITS

This curriculum guide has been prepared by the Hamden-New Haven Cooperative Education Center for the Connecticut Migratory Children's Program and the Connecticut State Department of Education. The preparation of this guide has been accomplished by a variety of people including the following:

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Copies of this guide can be secured from the New Haven Migratory Children's Program at the Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, Connecticut, 06517.

SOCIAL STUDIES BILINGUAL-BICULTURAL CURRICULUM FOR GRADE 4

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SKILL B: RELATING THE SIZE OF CONNECTICUT TO ITS NEIGHBOR STATES
SKILL C: LOCATING MAJOR CITIES, CAPITAL, RIVERS AND COUNTIES OF CONNECTICUT
SKILL D: NAMING THE MAJOR PRODUCTS OF CONNECTICUT
SKILL E: UNDERSTANDING THE RELATIONSHIP BETWEEN TRANSPORTATION, COMMUNICATION AND COMMUNITY DEVELOPMENT
SKILL F: UNDERSTANDING THE MULTI-CULTURAL FACTORS OF THE CITY
SKILL G: COMPARING URBAN AND RURAL AREAS
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SKILL F: OBSERVING THE TOPOGRAPHY OF THE LAND (WET AND DRY AREAS)
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SKILL E: EXPLAINING THE RELATIONSHIP BETWEEN CLIMATE AND FOOD SUPPLY
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UNIT I: CONNECTICUT

SKILL A: To identify and name the New England States.

SKILL B: To compare physical size and population size of Connecticut in relation to its neighbor states.

SKILL C: To locate major cities, capital, rivers and counties of Connecticut.

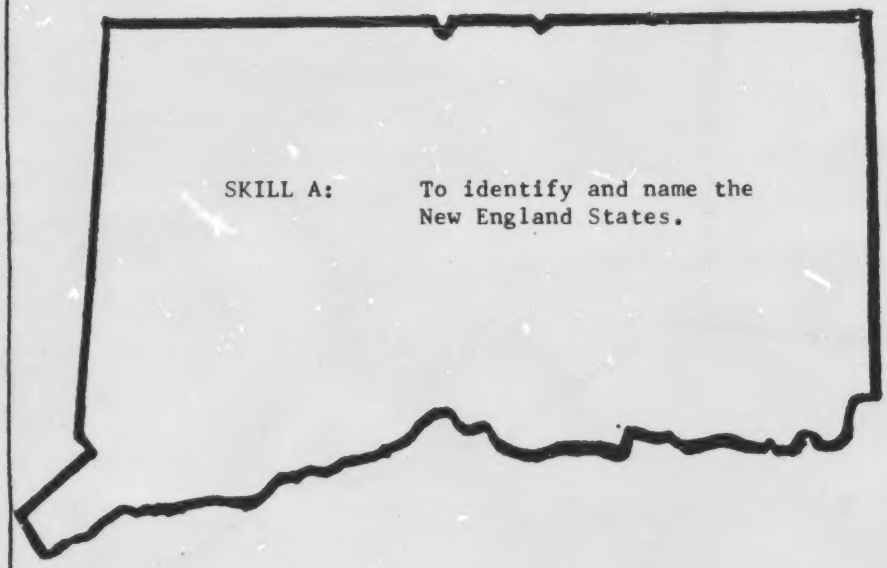
SKILL D: Name major products produced in Connecticut.

SKILL E: Understanding how transportation and communication depend on community development.

SKILL F: Understanding the multi-cultural factors in the make up of the city.

SKILL G: Comparing rural areas with urban areas; population, types of occupations, types of housing.

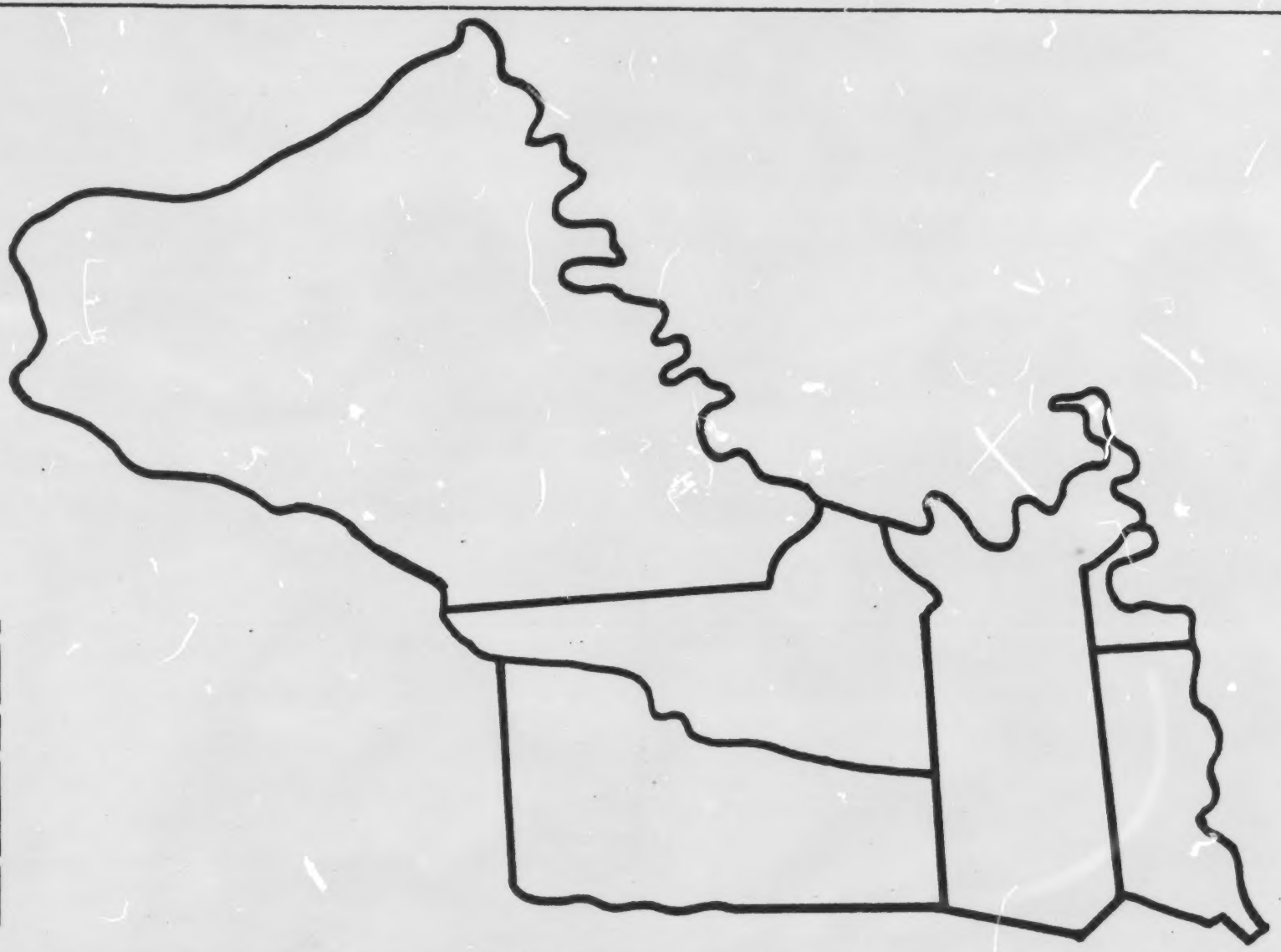
SKILL H: Describing different branches and levels of American government and their jurisdictions.



SKILL A: To identify and name the New England States.

VOCABULARY:
mountain
rivers
boundaries
forests
Maine
New Hampshire
Vermont
Rhode Island
Massachusetts
Connecticut
states

FIRST ACTIVITY FOR SKILL A: The teacher will provide each child with a map of the New England states. Using a larger board map of all the states on the east coast, the teacher will identify the New England states while the students find the same states on their map. Each student will then outline each individual state in a different colored crayon and assign the appropriate state name.



FIRST ACTIVITY FOR SKILL A

SECOND ACTIVITY FOR SKILL A	Each child will examine his or her map, pick a particular New England state and identify the states which surround it.
THIRD ACTIVITY FOR SKILL A	The children will construct their own map of the New England states using a paste mixture of flour and salt. Included in their map will be rivers, mountains and oceans. Children can then paint their map using a different color for each state and label each New England state appropriately. This model can be used for future activities in this curriculum.

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THIRD ACTIVITY FOR SKILL A

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FOURTH ACTIVITY FOR SKILL A

A game can be played with the class to insure that the states' names and locations have been learned. Divide the class into two teams. Each team member will be given a clue of a particular state; i.e., which state lies northeast of New Hampshire? Which state has a huge harbor? Which state lies next to Massachusetts? If the state named is the correct answer, a point is given to that team. If an incorrect answer is given, the other team gets a chance to answer the question correctly and gets a point if they do so. The team with the most points wins the game.

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FIFTH ACTIVITY FOR SKILL A

Now that the children know the names of the New England states and their location, they should attempt to determine why they are called the New England states. This can be done individually, or in small groups of four. Resources, such as encyclopedias, social studies text or the librarian can be utilized. A paragraph (written as a group or individually) can now be written explaining why we are the "New England" states and these paragraphs can be shared with the whole class.

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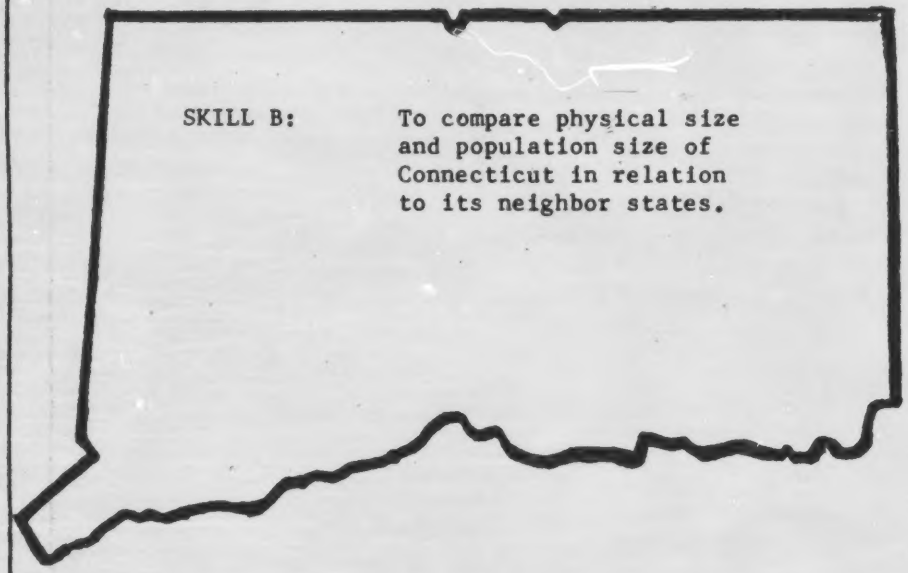
SIXTH ACTIVITY FOR SKILL A

Have the children think of other names we could have titled the New England states other than "New England" with reasons as to why their name is the best. A contest can be held with the class being the judges as to the best name for the "New England" states.

CRITERION:	Given a blank map of the new England states, the children will be able to correctly label each state (at 100% accuracy).



SKILL B: To compare physical size and population size of Connecticut in relation to its neighbor states.

VOCABULARY: population
physical size

FIRST ACTIVITY FOR SKILL B: The teacher will provide maps of the New England states for each student. Each child will outline and label each state. Cutting out each state, the children will paste them in order of size (biggest to smallest) on a piece of construction paper. Discussion can then take place with the class as a whole concerning which states are very close in size, which state is the largest and which state is the smallest.

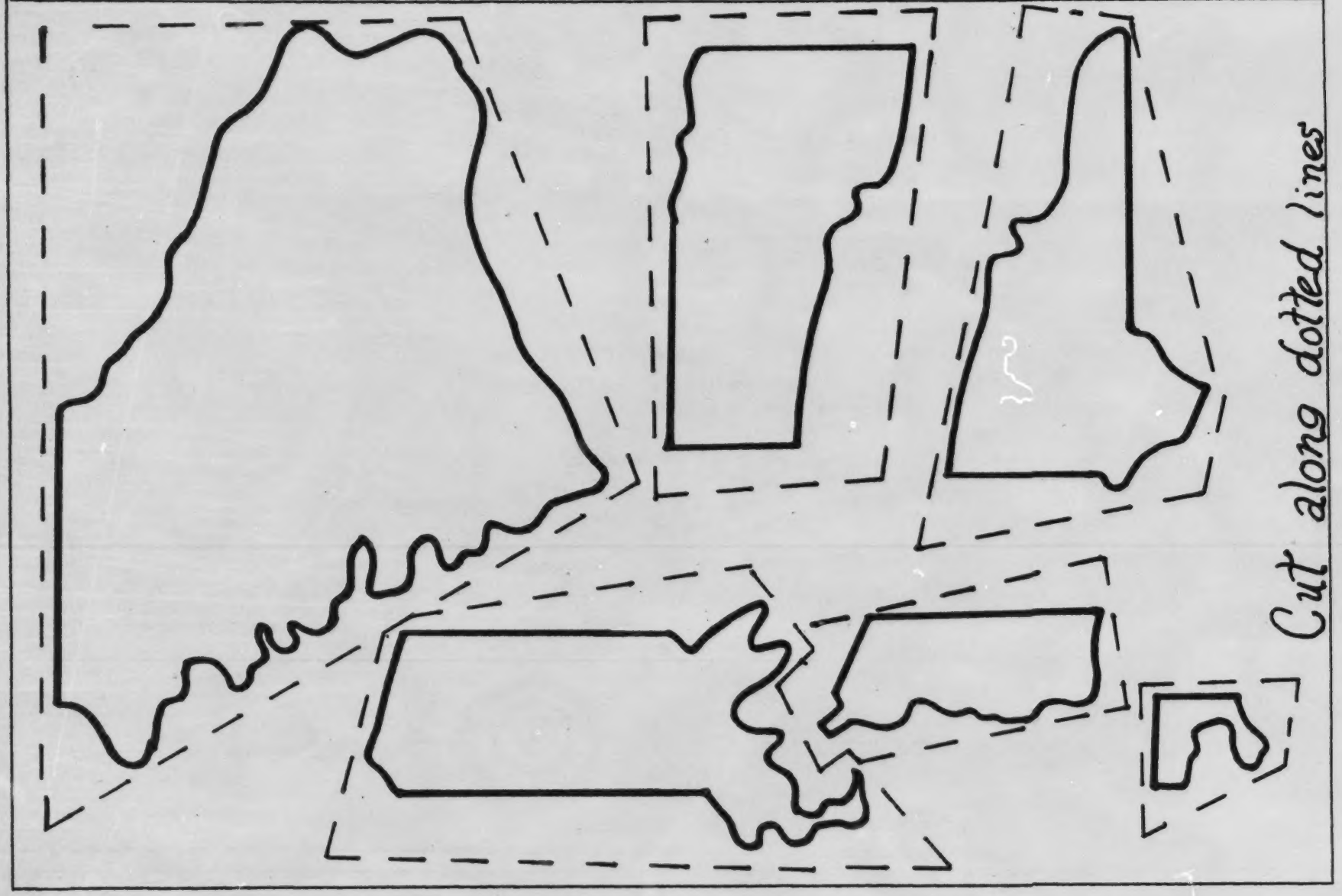
FIRST ACTIVITY FOR SKILL B

SECOND ACTIVITY FOR SKILL B

Following the class discussion, the children can compare the size of Connecticut in relation to its neighbor states, writing all observations down on paper, i.e., Rhode Island is smaller than Connecticut, Massachusetts is larger than Connecticut, Maine is larger than Massachusetts and Connecticut.

THIRD ACTIVITY FOR SKILL B

Now that the children have examined Connecticut and its neighbor states in relation to physical size, they can begin to compare its size using another form of measure - population size. Using a recent atlas or encyclopedia, have the children find the population size of Connecticut and its neighbor states. The population size of each state can be written on a map of New England, and cut out. Have the children paste the states in order of population size (biggest to smallest) on a piece of construction paper. Discussion can then take place with the class as a whole concerning which state has the most people, which state has the least, what is Connecticut's position (population wise) when looking at the New England states?


Cut along dotted lines

FOURTH ACTIVITY FOR SKILL B

Comparing both sheets, physical size with population size, the children can write down observations of the State of Connecticut and its neighbors, i.e., Connecticut is fifth in size, but second in population size.

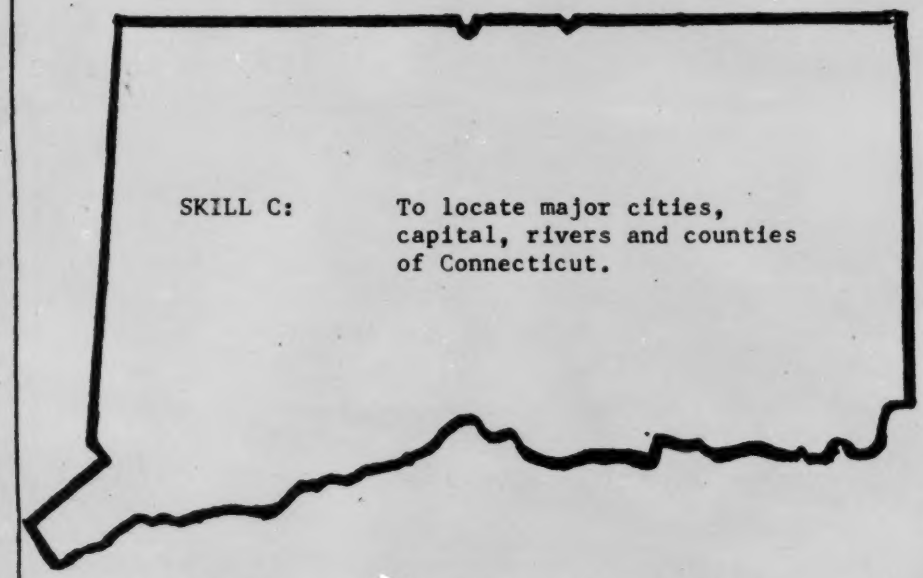
FIFTH ACTIVITY FOR SKILL B

Have the children write a paragraph as to which state(s) they would most likely have to live in, in order to be one of the following:

1. farmer
2. businessman
3. lumberjack
4. fisherman
5. workman in a factory
6. salesman

and why they would live in that state (population size and geographical size).

CRITERION: The children will be able to state/write which number order Connecticut falls in, in relation to population and physical size.

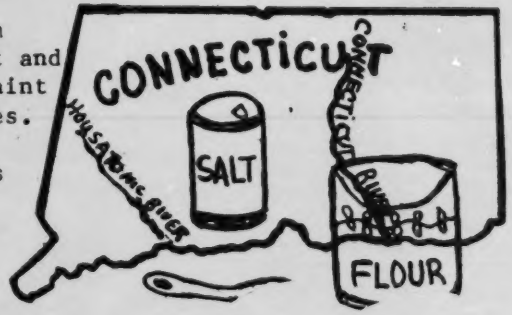


SKILL C: To locate major cities, capital, rivers and counties of Connecticut.

VOCABULARY: major
cities
river
capital
county

FIRST ACTIVITY FOR SKILL C

Using the map the children have already constructed from the salt and flour mixture, or by creating a larger salt and flour map of the State of Connecticut, each child can paint in the major cities, the capital, the rivers and counties. A key should be developed so the children can visually discriminate between major cities and capitals or rivers and county lines. A good atlas or encyclopedia will provide them with all of the information needed for their graphic map.



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SECOND ACTIVITY FOR SKILL C	Using a wall map, have the children take turns locating a specific feature, i.e., the capital, the major river, the county they are presently living in and other major cities.
THIRD ACTIVITY FOR SKILL C	On a separate piece of paper, divided into four columns, have the children place the names of major rivers, major cities, counties and the capital in each of the four columns. Discussion may follow comparing size of counties, cities and rivers.

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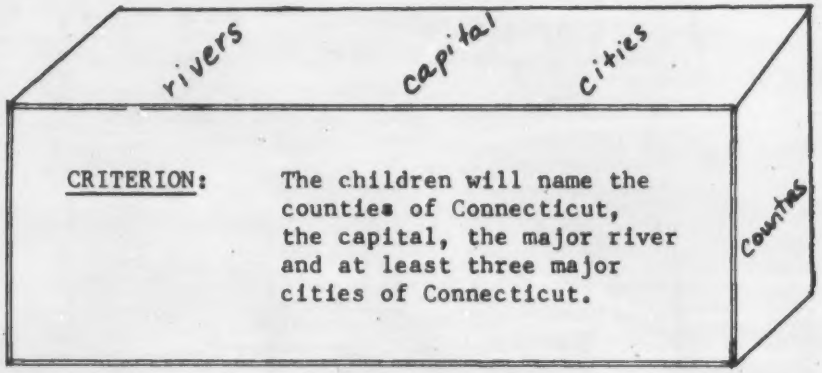
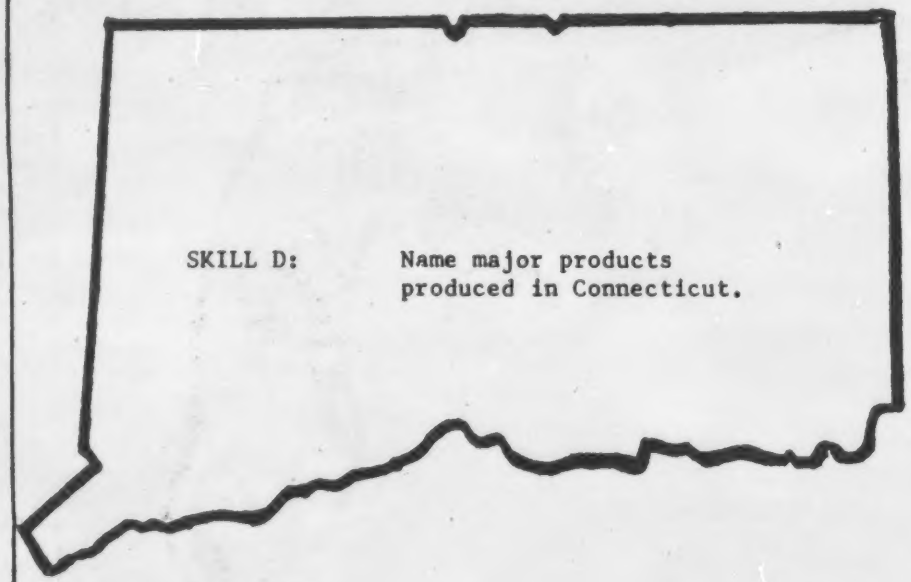


CRITERION: The children will name the counties of Connecticut, the capital, the major river and at least three major cities of Connecticut.



SKILL D: Name major products produced in Connecticut.

VOCABULARY: products
produced
industry

FIRST ACTIVITY FOR SKILL D

The teacher and the class will discuss different products which are produced in their own town or city. If there is no industry in the town, a nearby city, one with which the children are familiar, may be used.

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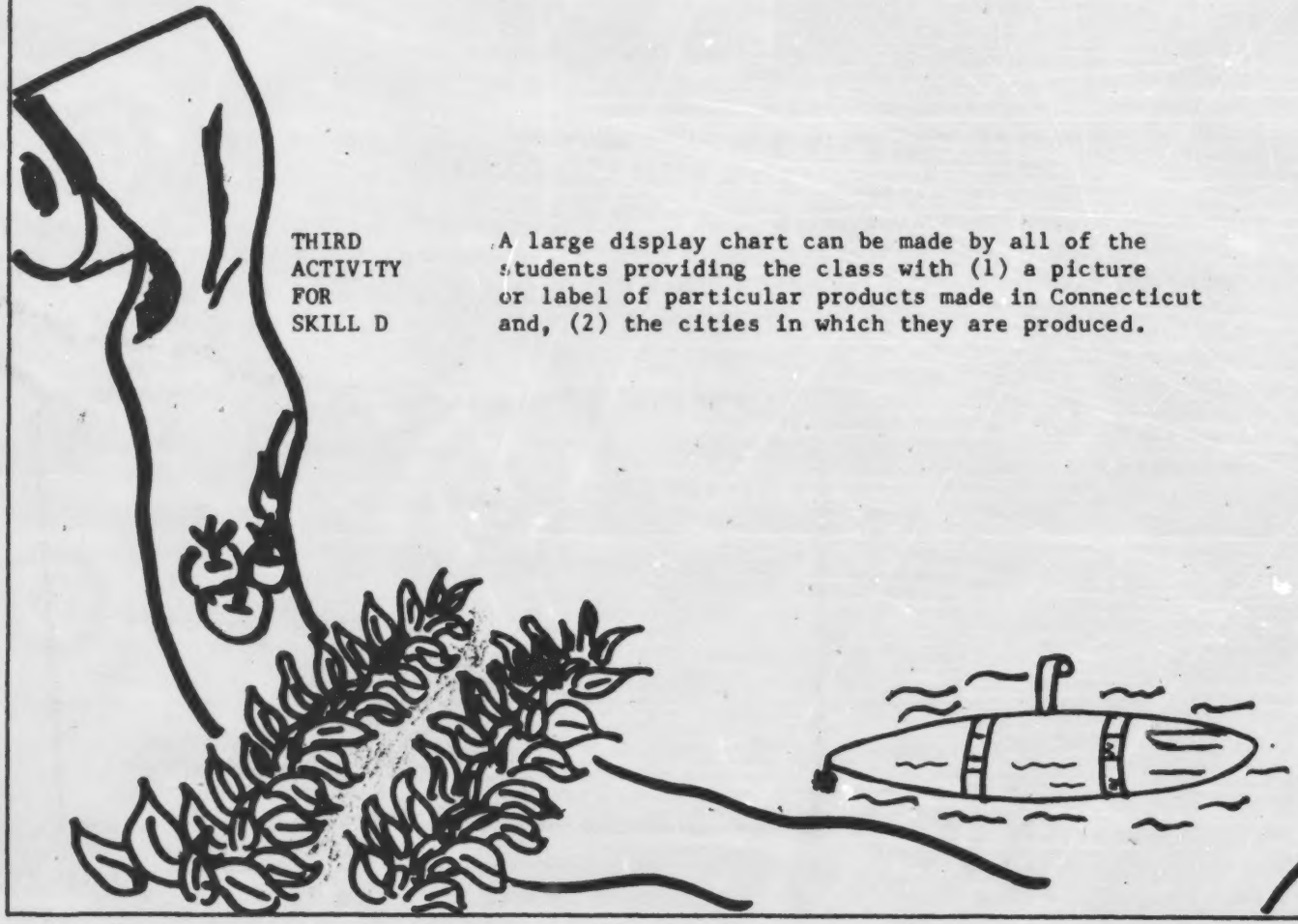
SECOND ACTIVITY FOR SKILL D

Have each child examine the label of canned goods, toilet articles and paper products at home to find products which are produced in Connecticut. A list should be made by each child to be brought in the next day and shared with the class. The child with the biggest list can win a prize.

THIRD ACTIVITY FOR SKILL D

A large display chart can be made by all of the students providing the class with (1) a picture or label of particular products made in Connecticut and, (2) the cities in which they are produced.



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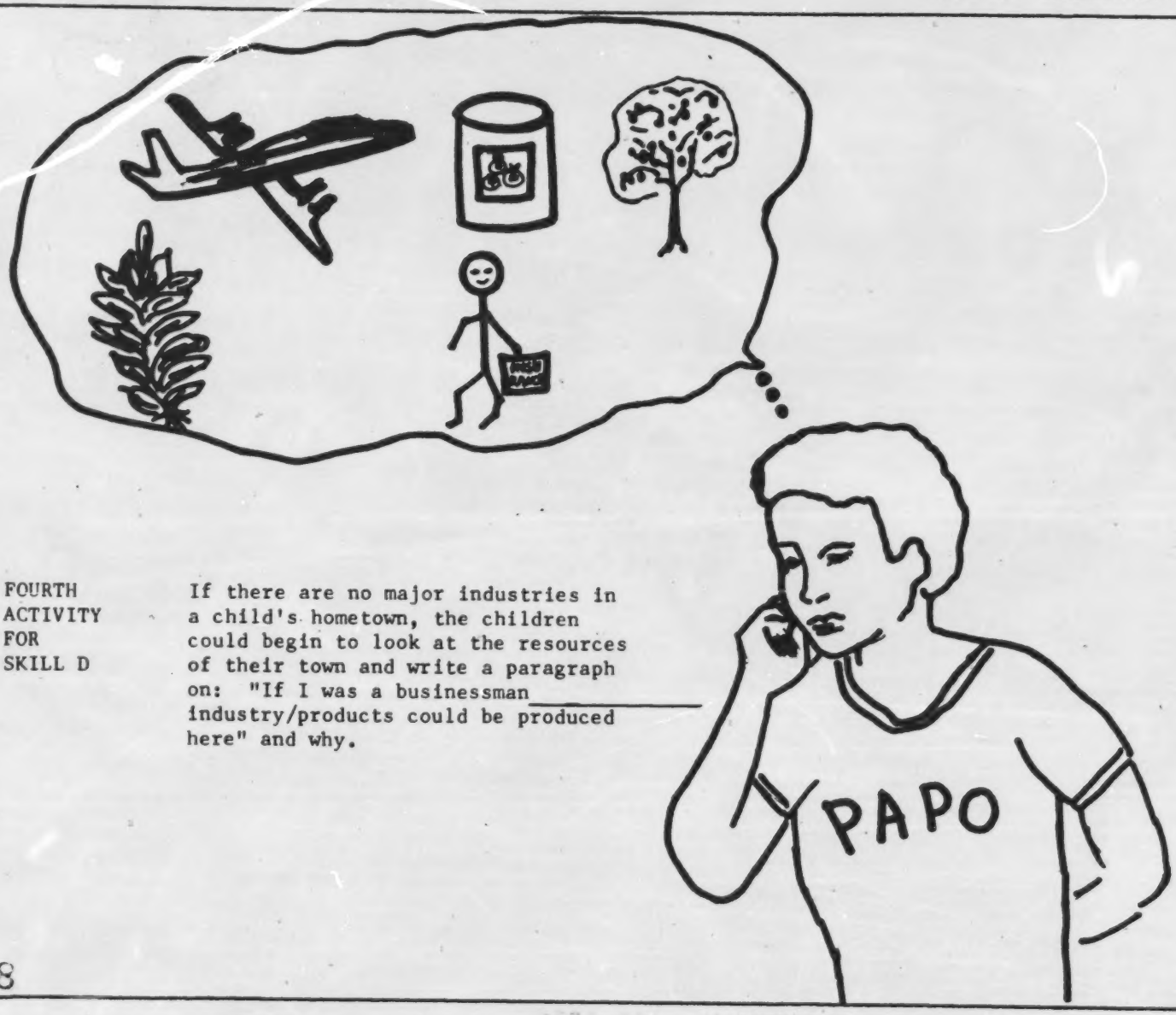

FOURTH ACTIVITY FOR SKILL D

If there are no major industries in a child's hometown, the children could begin to look at the resources of their town and write a paragraph on: "If I was a businessman_____ industry/products could be produced here" and why.

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Canned Goods

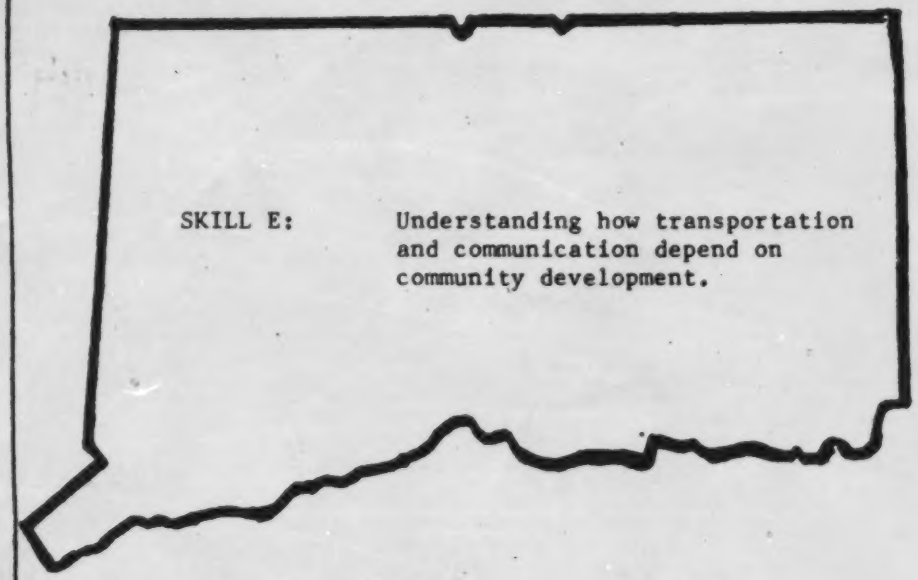
CRITERION: The child will be able to list at least five products produced in Connecticut.

Air Craft

Silver

Rubber

To bacco



SKILL E: Understanding how transportation and communication depend on community development.

VOCABULARY: transportation
communication
community development

FIRST ACTIVITY FOR SKILL E: The children and the teacher can discuss different means of transportation that may be used to go from one place to another, which mode of transportation would be quickest and how transportation is used not only to transport people, but, also, to transport products to and from our state

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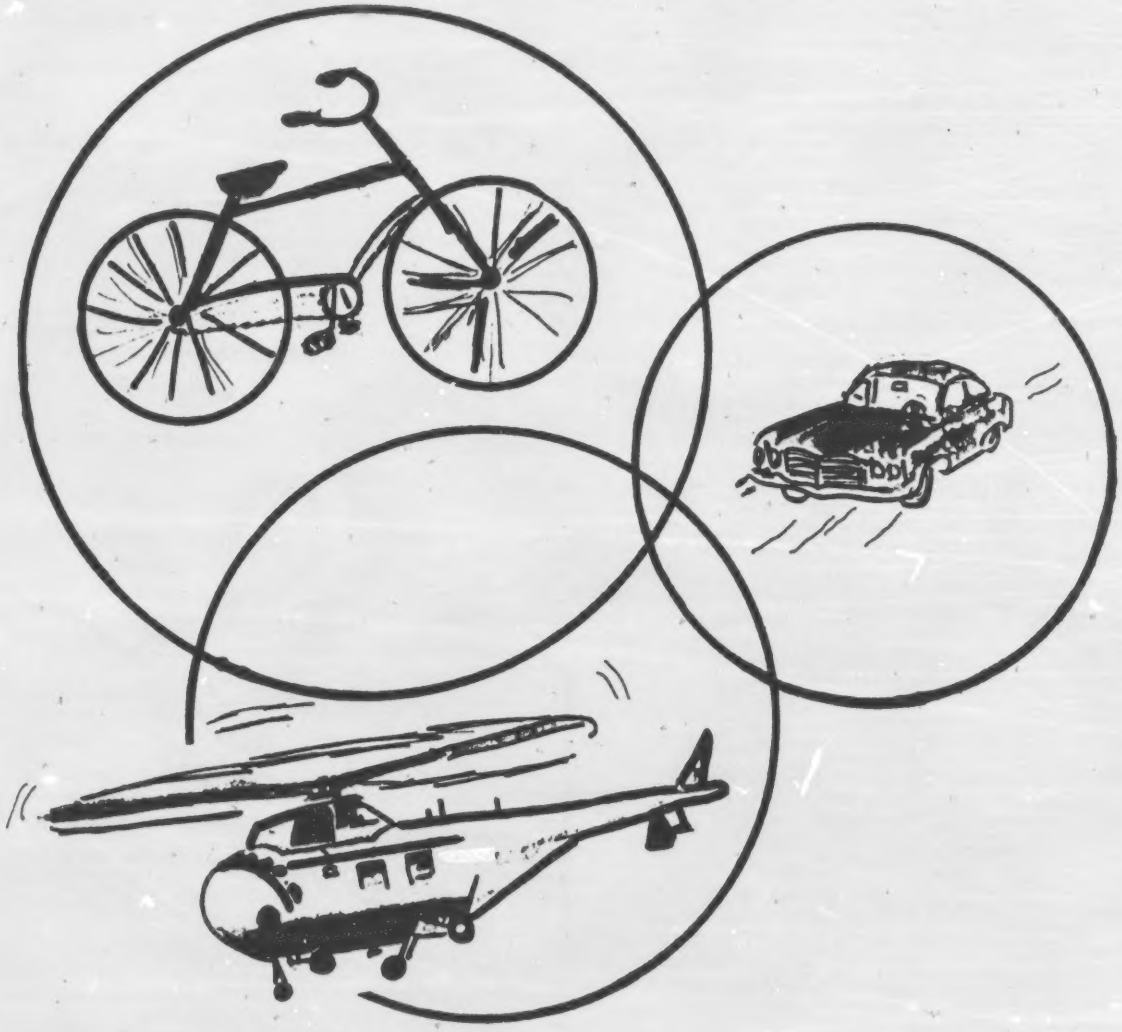

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FIRST ACTIVITY FOR SKILL E

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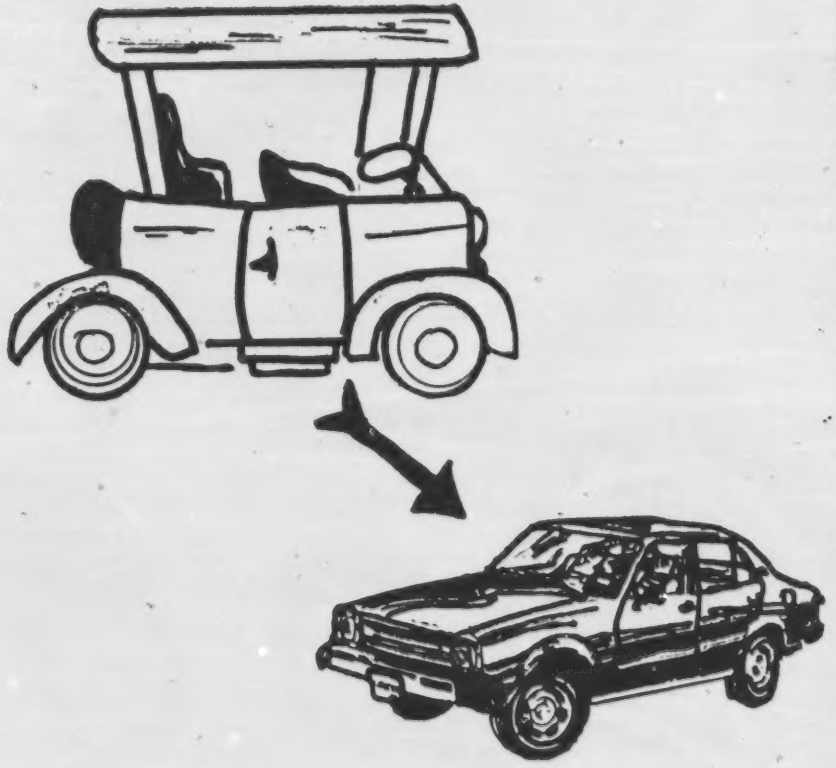
SECOND ACTIVITY FOR SKILL E

The children can do research on past and present names of transportation and communication in order to observe change. The children can present their findings to the class. This can be conducted as either a group or an individual project.



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THIRD ACTIVITY FOR SKILL E

The children can create their own "telephone" by using 2 empty cans and string. Have the children poke holes on the bottom of each can. String joins the 2 cans and when pulled tight, the children can talk to each other from different ends of the room.

FOURTH ACTIVITY FOR SKILL E	In groups, models of various modes of transportation and/or communication can be constructed for display. A short paragraph on each mode of transportation can be written concerning the use of each mode of transportation and communication to accompany the models. This activity could be constructed as a contest with a panel of judges to vote on the best model and description. Models can be bought, or, if funds are lacking, a variety of materials can be provided, i.e., paint, oatmeal boxes, string, buttons and so the children can create their own models.

CECI COLLABORATIVE

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FOURTH ACTIVITY FOR SKILL E

FIFTH ACTIVITY FOR SKILL E	Ask a railroad/airplane representative to come in to tell the children how they help the community develop. Each child should have a question already prepared for the guest.

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Unidad: Diferentes clases de transportación

El señor Smith es un piloto.
El viaja a Puerto Rico todas las semanas.
El señor Smith vive en Connecticut.

SIXTH ACTIVITY FOR SKILL E	Given a particular city or town in Connecticut with a particular geography i.e., rough terrain, rivertown, the children will determine what particular mode of transportation is best to ship products such as 800 dozen eggs, 20 elephants, 20 cars, etc.

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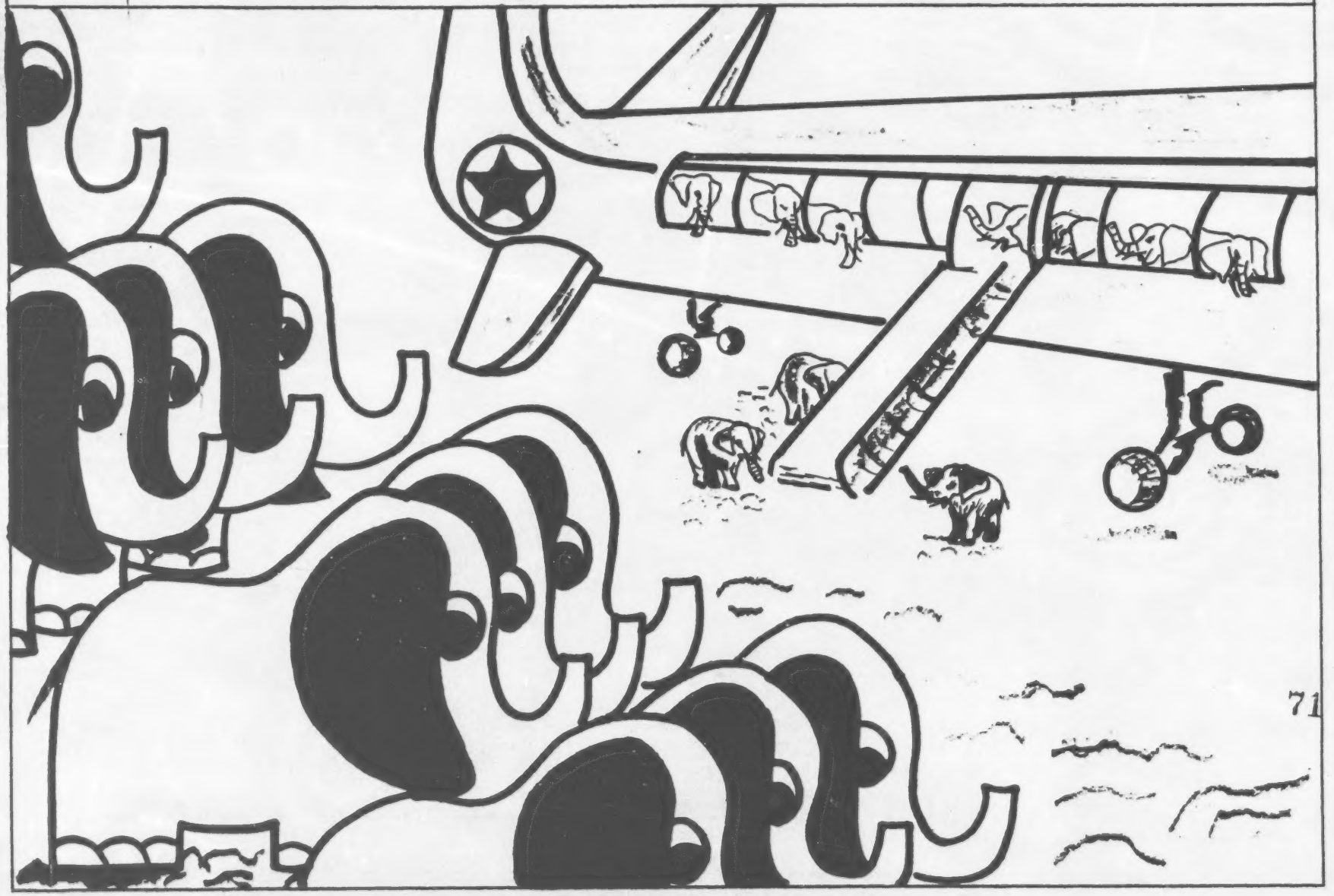
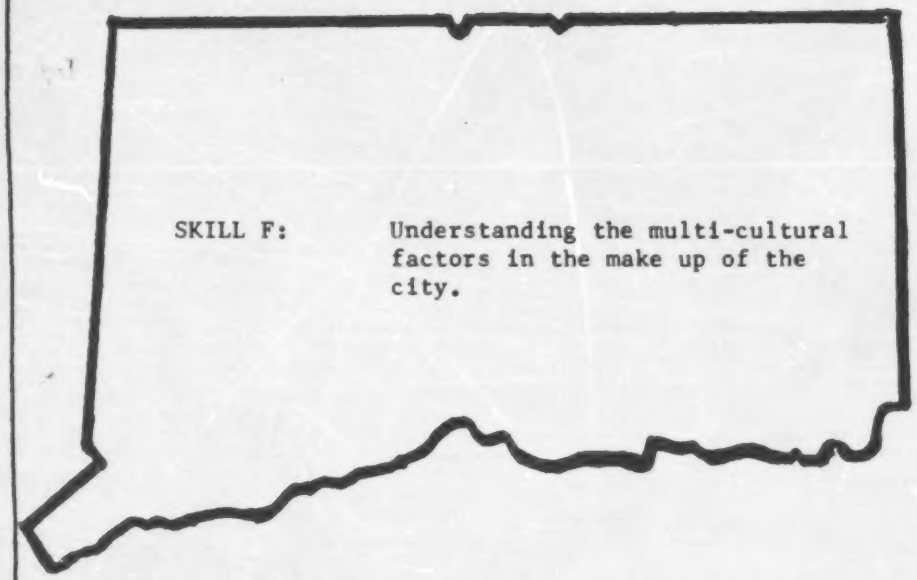


SIXTH ACTIVITY FOR SKILL E

SEVENTH ACTIVITY FOR SKILL E	The children can write a paragraph on the type of transportation (past or present) or communication they like the best, why they chose it, and the pros and cons of that particular mode of transportation, be it past or present.

CRITERION: Given three modes of transportation, the children will be able to state how the community's development depends on each of them.



SKILL F: Understanding the multi-cultural factors in the make up of the city.

VOCABULARY:
culture
ethnic group
minority
customs
folktales
immigration
migrant
nationality

FIRST ACTIVITY FOR SKILL F

Films can be shown to the children which illustrate the multi-cultural make up of the city. The children will be made aware of different languages and accents, stores, posters, etc., that represent different cultures. A discussion should follow in which the children can identify what types of activities (customs) they saw that differ from their own.

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FIRST ACTIVITY FOR SKILL F

78

79

SECOND ACTIVITY FOR SKILL F	The teacher will provide the children with magazines, from different cultures, if possible, from which they will cut out pictures of people representing different nationalities. A collage can be made with these pictures, thus representing the multi-cultural make up of the city.
THIRD ACTIVITY FOR SKILL F	Invite people from different cultural backgrounds to speak to the children, share a particular food with them or teach them a word or two of their own language.

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FOURTH ACTIVITY FOR SKILL F

Have parents/grandparents of the children come visit the class and describe how they migrated to this state, why they did, and the customs, folktales and foods they have preserved.

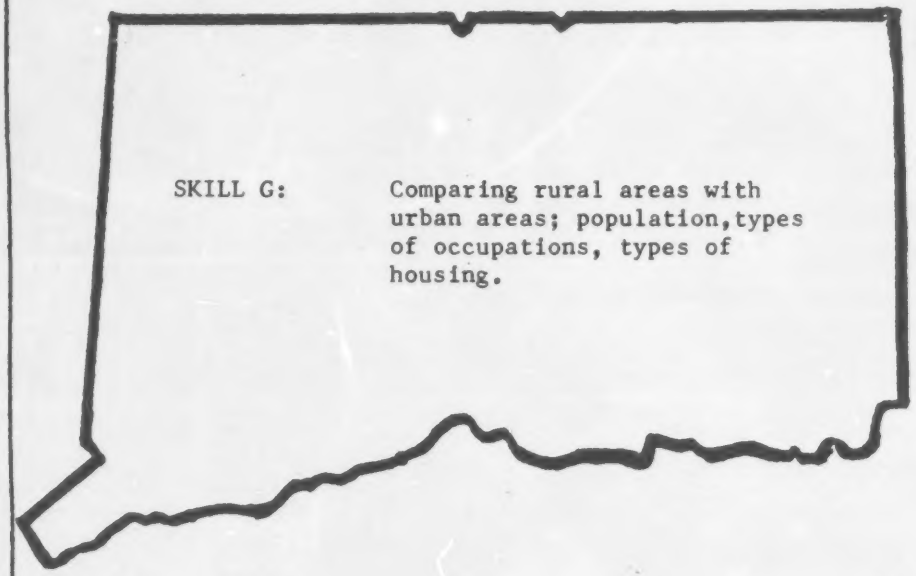
82

83

FIFTH ACTIVITY FOR SKILL F

The children can write a short essay on "If I migrated to_____, I would keep these customs_____and change these_____."

CRITERION:	The children will be able to list at least three different cultural groups in their city or town.



SKILL G: Comparing rural areas with urban areas; population, types of occupations, types of housing.

VOCABULARY: rural
urban
occupation

FIRST ACTIVITY FOR SKILL G: Pictures similar to those illustrated here (or large boards) should be shown to the children. During a discussion of the similarities and differences of the two types of environment, a chart can begin to be filled in listing urban and rural similarities and urban and rural differences.

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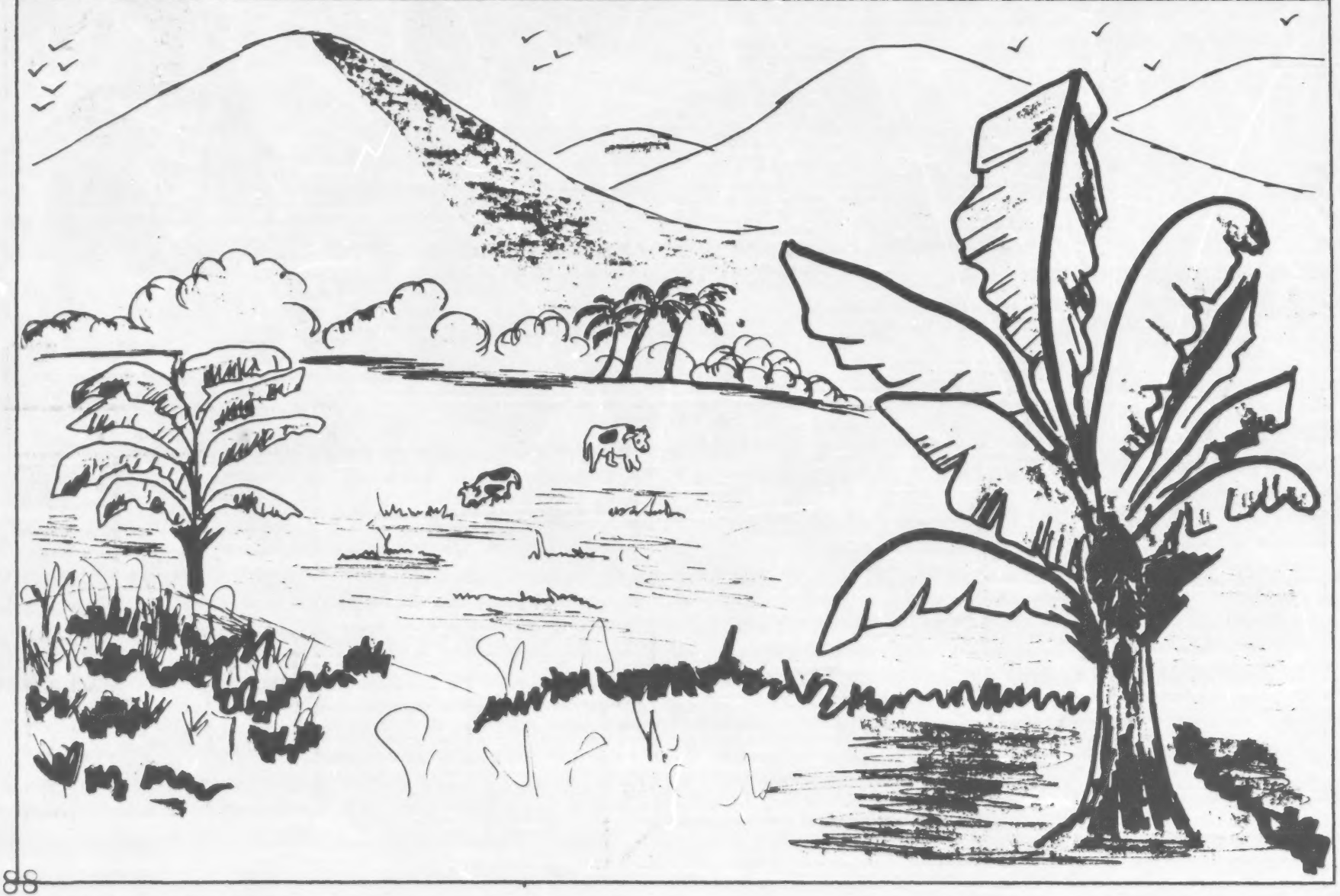

FIRST ACTIVITY FOR SKILL G

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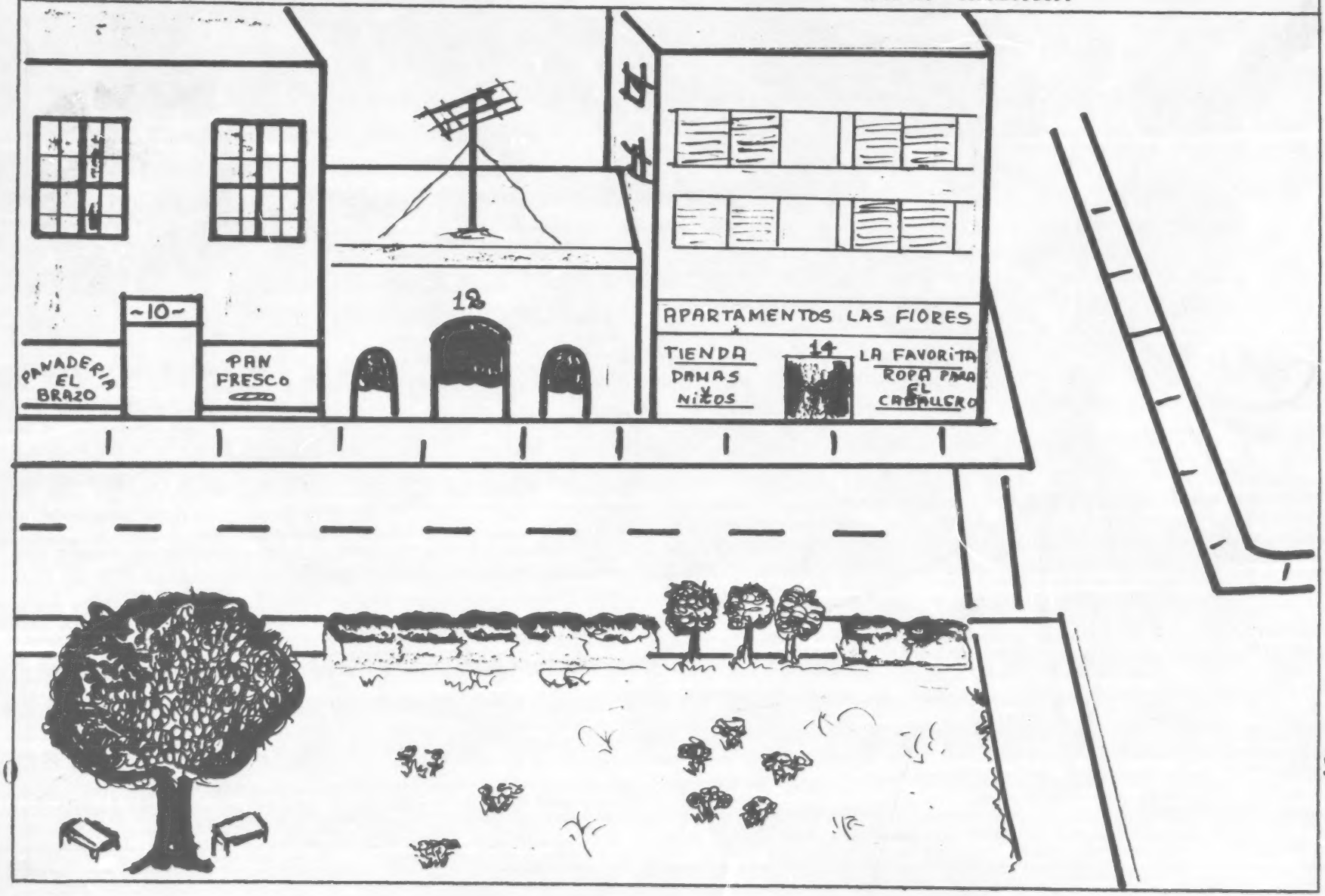

FIRST ACTIVITY FOR SKILL G

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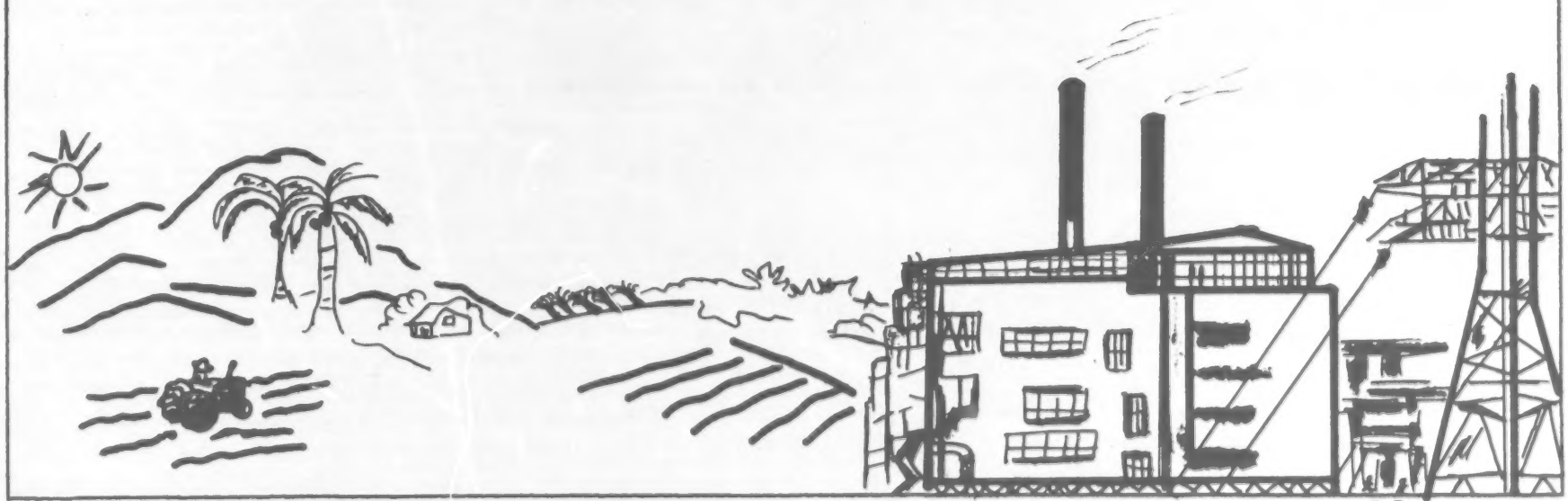
SECOND ACTIVITY FOR SKILL G

Have the children make two collages: one depicting a rural area and the activities found within that environment, and, one depicting the urban setting.



THIRD ACTIVITY FOR SKILL G

A list of occupations found in the urban area and found in the rural area can be made with the children. Have the children pick an occupation they would like to have someday and then have them decide where they could live if they had that occupation; urban, rural or either.

FOURTH ACTIVITY FOR SKILL G

Have the children write an essay on "Why I like the city" or "Why I like the country."

FIFTH ACTIVITY FOR SKILL G

Have the children write a description of their setting, be it urban or rural, for a person far across the ocean who has never seen their rural/urban area.

CRITERION:	Name five differences and five similarities of rural and urban activities.

SOCIAL STUDIES CURRICULUM FOR GRADE FOUR — UNIT I: CONNECTICUT

SKILL H:	Describing different branches and levels of American government and their jurisdictions.

VOCABULARY:

mayor	judge
governor	justice of peace
president	judiciary
senator	legislature
representative	House of Representatives
congressman	

FIRST ACTIVITY FOR SKILL H

Utilizing the chart in this book, the teacher can easily conduct a discussion of the different branches of American government and their jurisdictions.

SECOND ACTIVITY FOR SKILL H

The children can play Washington, D.C. They can propose a new bill and watch it proceed through the different channels to become a bill. Each child can represent a different facet of government. The bill proposed should be thought of by the students to get them thoroughly involved.

THIRD ACTIVITY FOR SKILL H

The children will play a Match Game: two sets of cards; one set with the names of the governing bodies on it, the other set with the duties and responsibilities on it. Children will form two teams. Each child in team B will get a card with the name of a governing body. Each child in Team A will get a card with the duties and responsibilities on it. Each child in Team A will take turns and reading what his/her card says. A child in Team B with the correct card of the governing body will stand up. If he is correct, his team gets a point. If he is wrong, the other team (A) gets the point. Team with the most points wins.

CRITERION: Given specific areas of government, the children will be able to name or write their duties and responsibilities.

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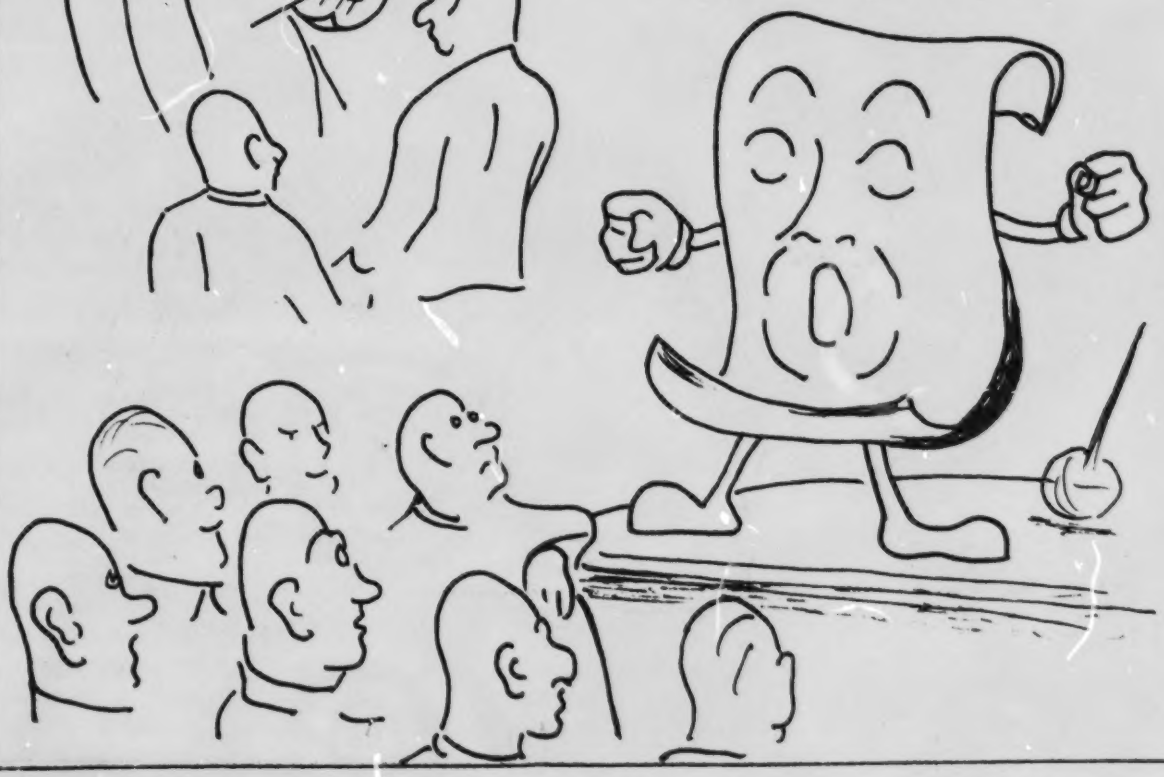
1. This is Bill, the bill.

2. Bill is being introduced in the House or Senate by a member or committee.

3. He is given a waiting number and and assigned by the Speaker of the House or President of the Senate to the proper committee joint for review.

4. Public Hearing of Bill.



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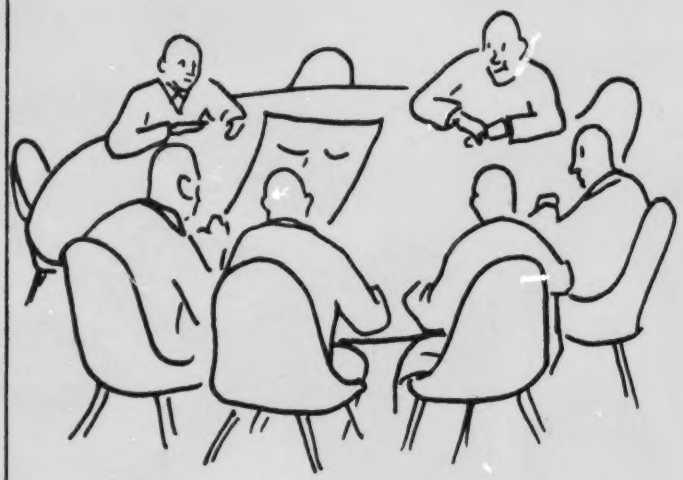
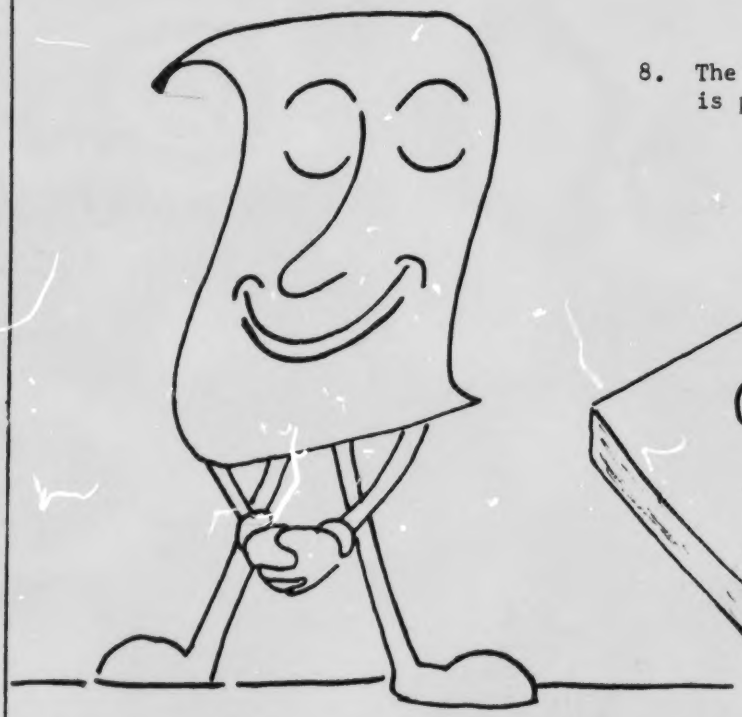
6. Report of findings by committee.

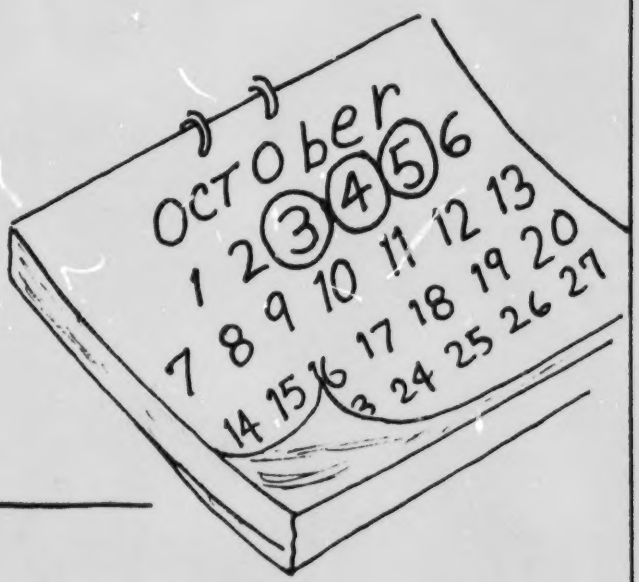
5. Bill is given to a committee for the following: (1) to study the bill further; (2) to amend it or (3) to appoint it to a subcommittee.



7. Legislative commissions edit the bill.



8. The Bill goes to the House and is put on calendar for three days.



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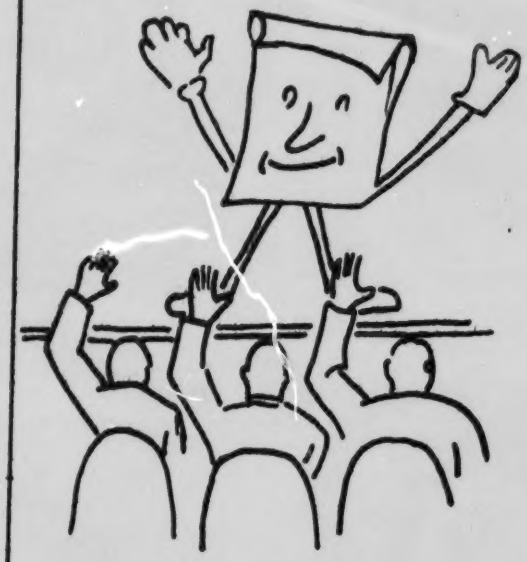
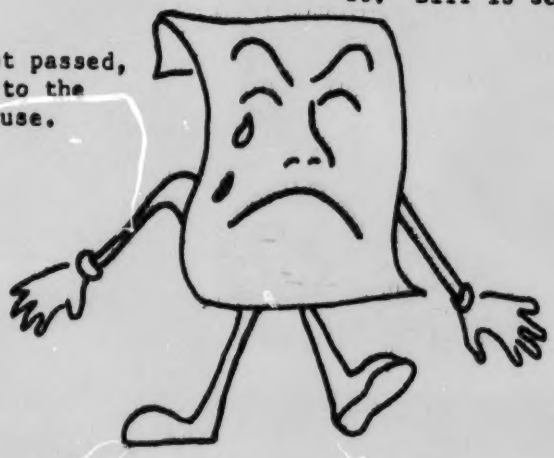
9. Voting on Bill.



10. Bill is sent to the other house.

11. If he is not passed, he returns to the original house.



12. If Bill signed, it is sent to Secretary of State.

13. Bill then sent to governor for approval.

UNIT II: PUERTO RICO

SKILL A: To interpret how the island of Puerto Rico was formed.

SKILL B: To explain where the Indians came from and their life-styles.

SKILL C: To locate Puerto Rico in relation to the Major Antilles and the Americas.

SKILL D: To identify and locate the smaller territorial islands of Puerto Rico.

SKILL E: To describe the importance of Puerto Rico's strategic location.

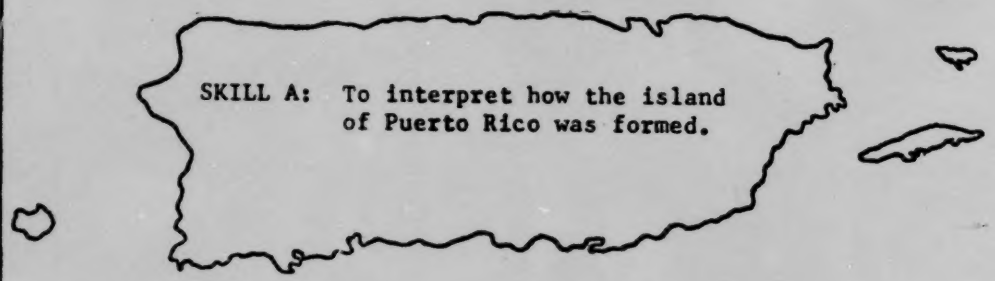
SKILL F: To observe how wet and dry areas are a result of the topography of the land.

SKILL G: To explain the causes and effects of hurricanes and why they are prevalent in the Caribbean areas.

SKILL H: To list and locate major products produced on the island.

SKILL I: To describe how inter-cultural and inter-social contact brings about adaptations.

SKILL J: To recognize and locate famous sites of Puerto Rico.



SKILL A: To interpret how the island of Puerto Rico was formed.

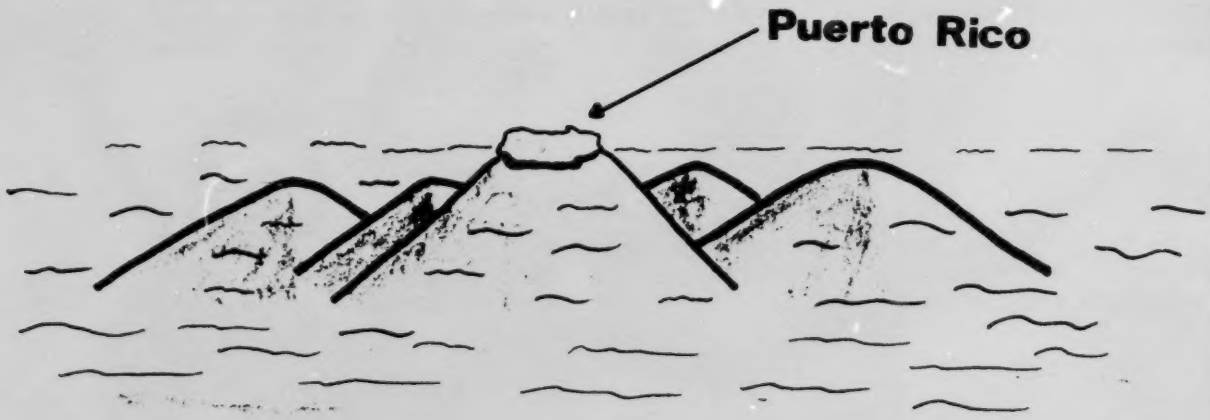
VOCABULARY: mountain
island
underwater

FIRST ACTIVITY FOR SKILL A: Teacher and students will discuss the idea of the island of Puerto Rico being the top of an underwater mountain. The children will make a model of a mountain out of clay to be submerged in a tub or basin of water with the top above water representing the island.

SECOND ACTIVITY FOR SKILL A: On the above mentioned model, the children can place sand around the border of the island and soil in the interior of the island. They may then plant grass, flowers or other plants to represent vegetation on the island. Children will observe the growth of what they have planted on this mountain top.

THIRD ACTIVITY FOR SKILL A: Prior to discussion of the theory as to how the island of Puerto Rico was formed, have the children complete the following sentence and illustrate it: La isla de Puerto Rico se formó por_____. The following activity sheet could be used:

THIRD ACTIVITY FOR SKILL A



THIRD ACTIVITY FOR SKILL A (CONTINUED)

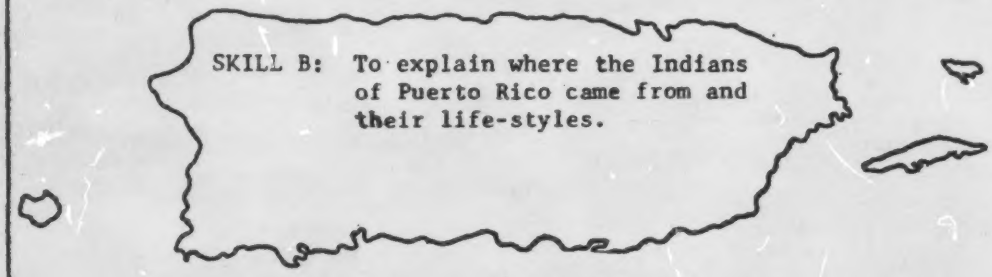
La isla de Puerto Rico se formó por _____

_____

_____.

Haz un dibujo donde se muestre como la isla se formó:

CRITERION:	The children will state at 100% accuracy one possible theory as to how the island of Puerto Rico was formed.



SKILL B: To explain where the Indians of Puerto Rico came from and their life-styles.

VOCABULARY: weapons
social structure

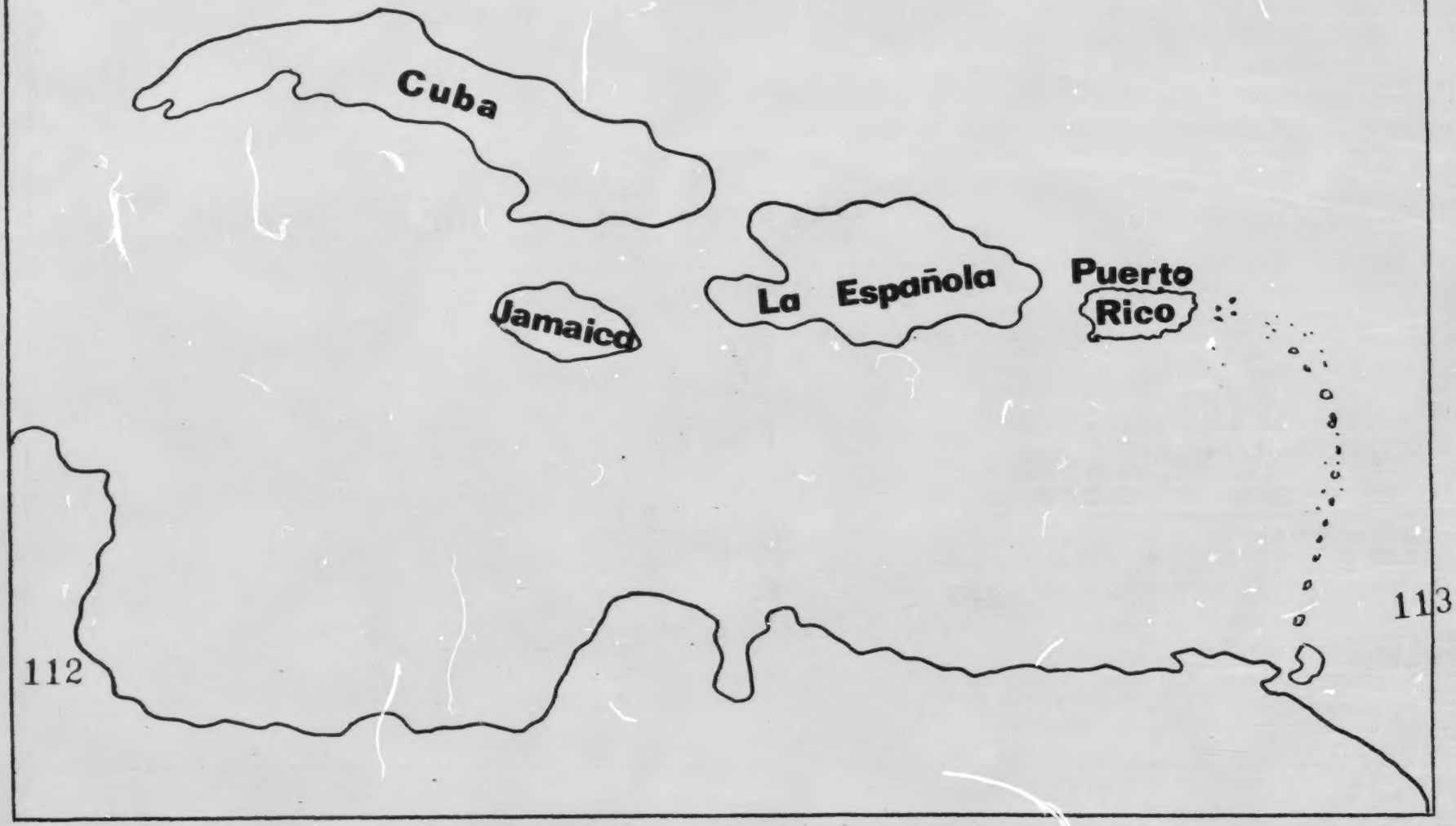
"el caney" "areyto"
"el cacique" "bohique"
"bohíos" "el juego de batú"
"cemí" "yucayeques"
"batey"

FIRST ACTIVITY FOR SKILL B: The teacher will discuss and provide books, filmstrips and pictures of the Indians of Puerto Rico. Children will do research on the life-styles of the Taíno Indians. The Taíno storyboards produced by the Migratory Program can be used for this activity. (Available at the Hamden-New Haven Cooperative Education Center, Hamden, Connecticut, 06517.)

SECOND ACTIVITY FOR SKILL B: The children will outline on a map the route the Indians (Caribe and Taíno) used to come to Puerto Rico. (See maps provided.)

SECOND ACTIVITY (A) FOR SKILL B

SECOND ACTIVITY (B) FOR SKILL B



THIRD ACTIVITY FOR SKILL B

Children will make a filmstrip and cassette or tape depicting the Taíno Indian's life-style, history and culture.

FOURTH ACTIVITY FOR SKILL B

Children will make a display or bulletin board of the Taíno Indians. This should include: physical appearance, weapons, bohíos, el cacique, cemí, ceremonies, masks, areyto, social structure, bohique, el juego de botú, yucayeques, el caney, batey, etc.

CRITERION:	The children will state at 100% accuracy at least one theory as to where the Indians of Puerto Rico came from and explain their life-style.

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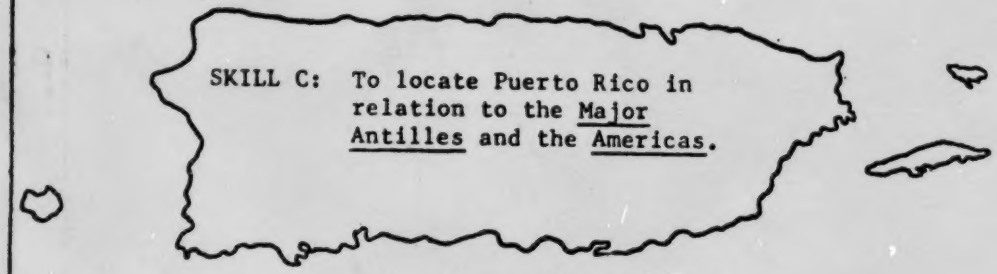
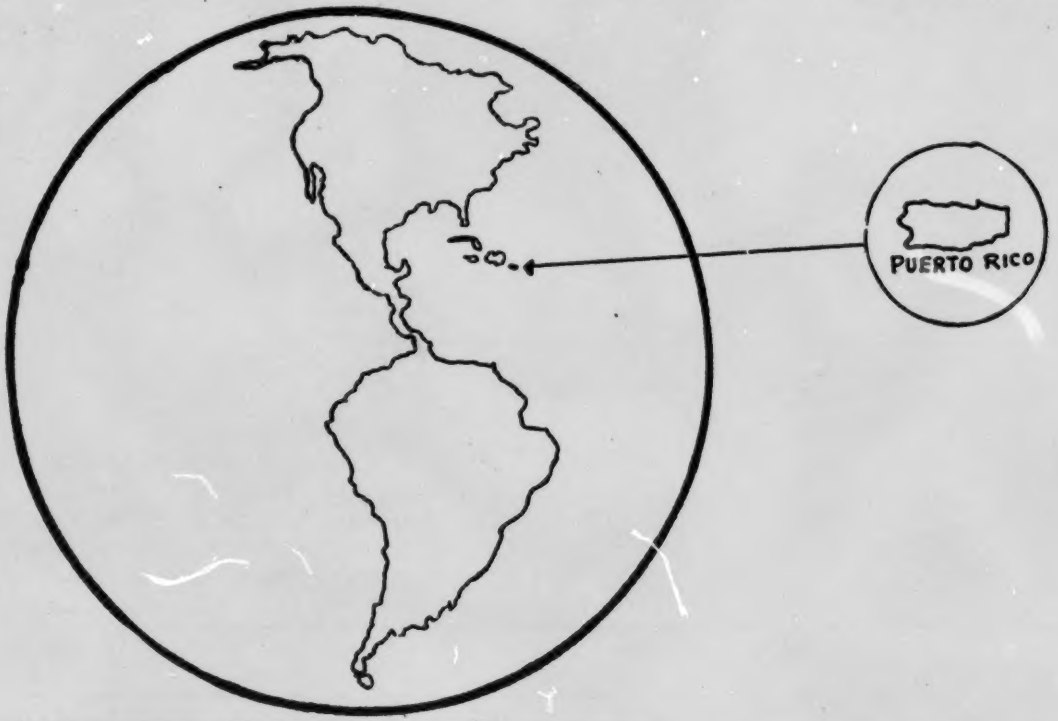


SKILL C: To locate Puerto Rico in relation to the Major Antilles and the Americas.

VOCABULARY: Major Antilles
Americas

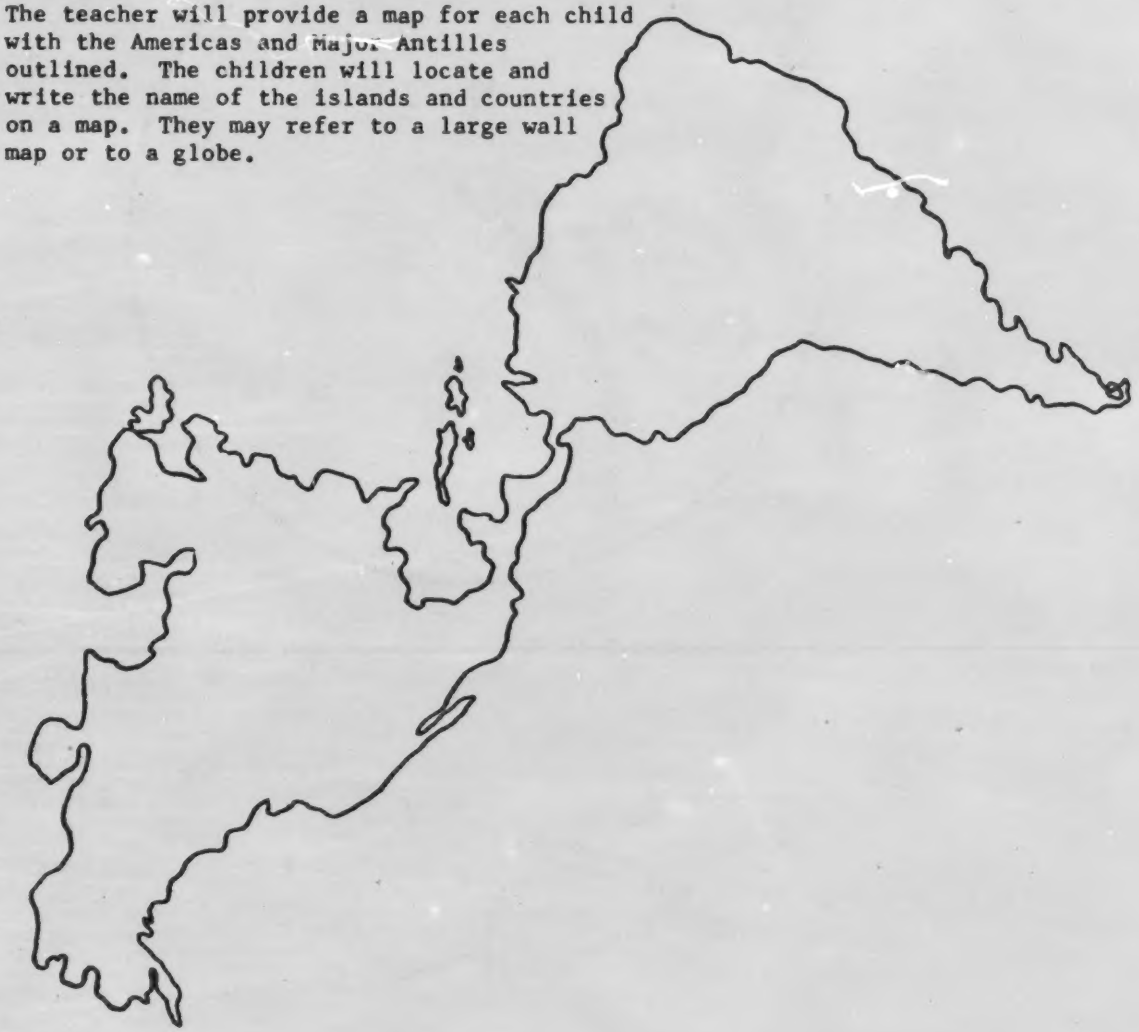
FIRST ACTIVITY FOR SKILL C

Children and teacher will discuss the location of Puerto Rico. Teacher will make use of a large North and South American Map and introduce the location of the Antilles. Children will take turns locating Puerto Rico on World Map and Globe.



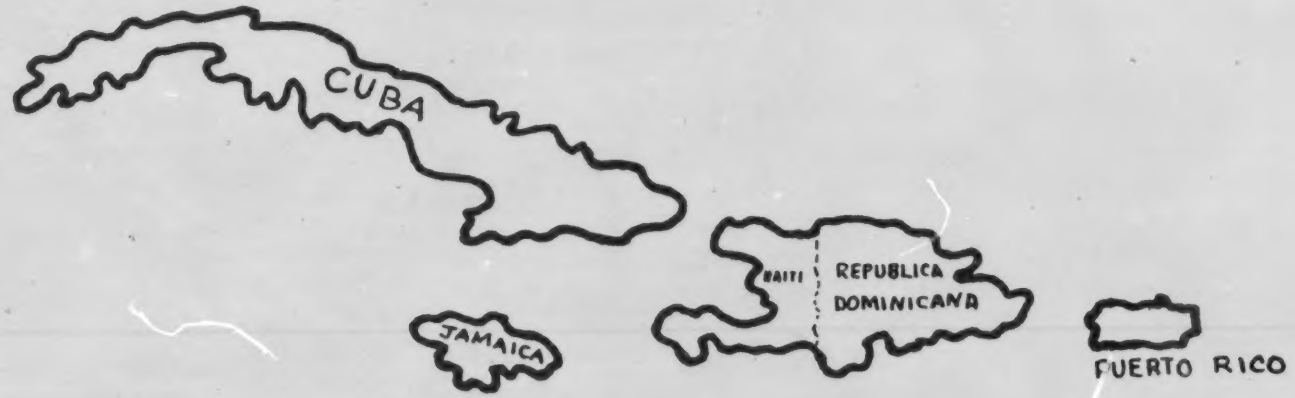
SECOND ACTIVITY FOR SKILL C

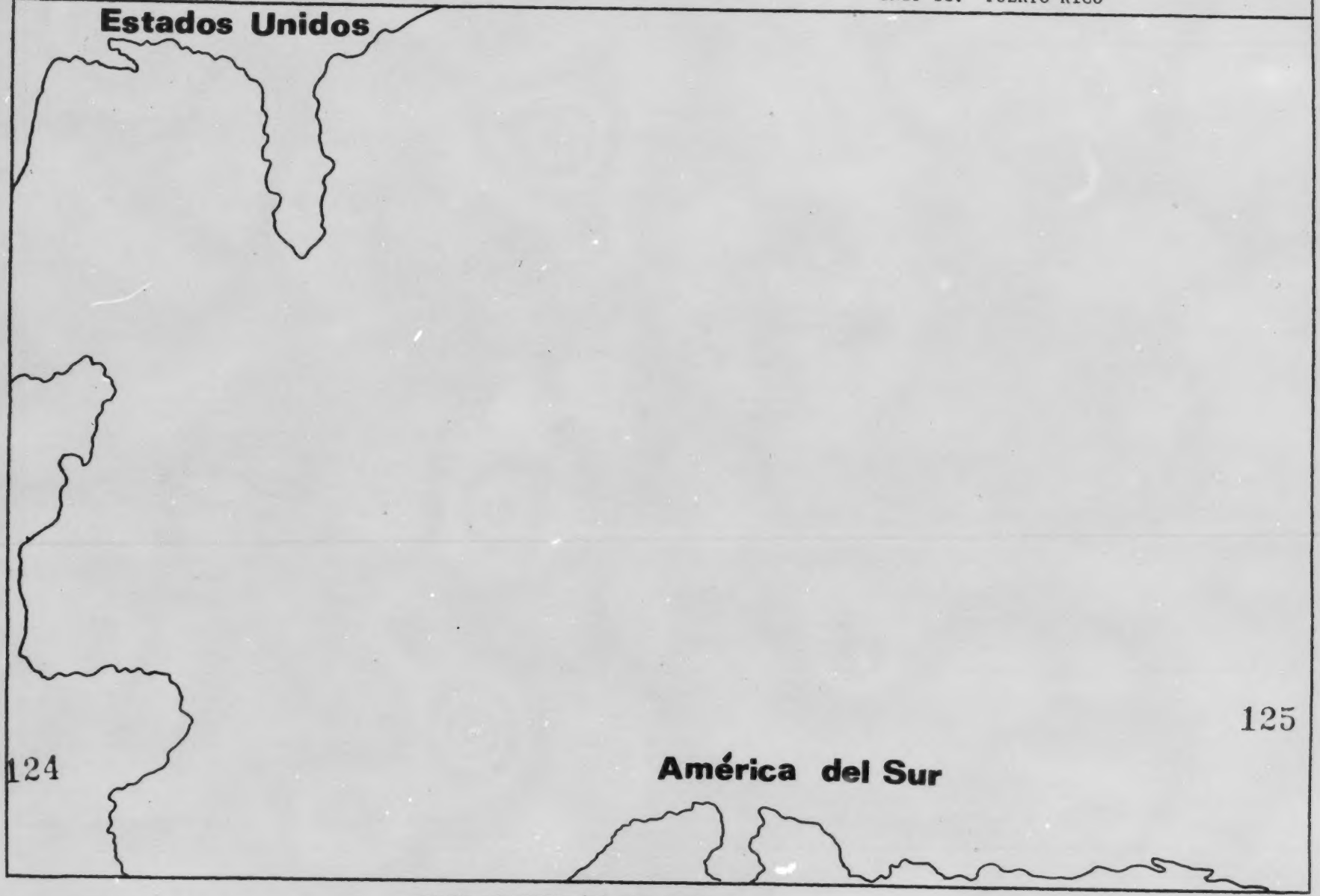
The teacher will provide a map for each child with the Americas and Major Antilles outlined. The children will locate and write the name of the islands and countries on a map. They may refer to a large wall map or to a globe.



THIRD ACTIVITY FOR SKILL C

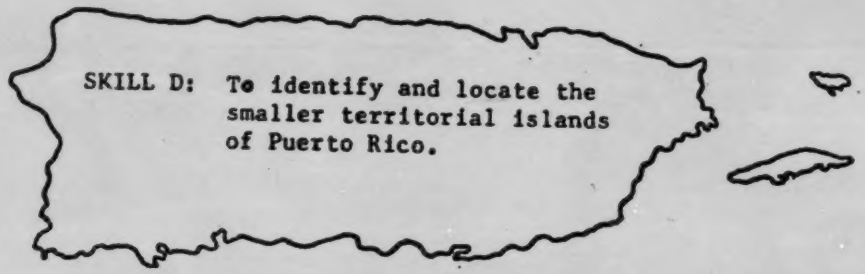
The children will trace and label the Major Antilles on oaktag or construction paper and cut them out. The teacher will then provide a map with the Americas and the children will paste or attach the Antilles they cut out onto the map.





THIRD ACTIVITY (B) FOR SKILL C

CRITERION:	The children will explain at 100% accuracy where Puerto Rico is located in relation to the Major Antilles and the Americas.

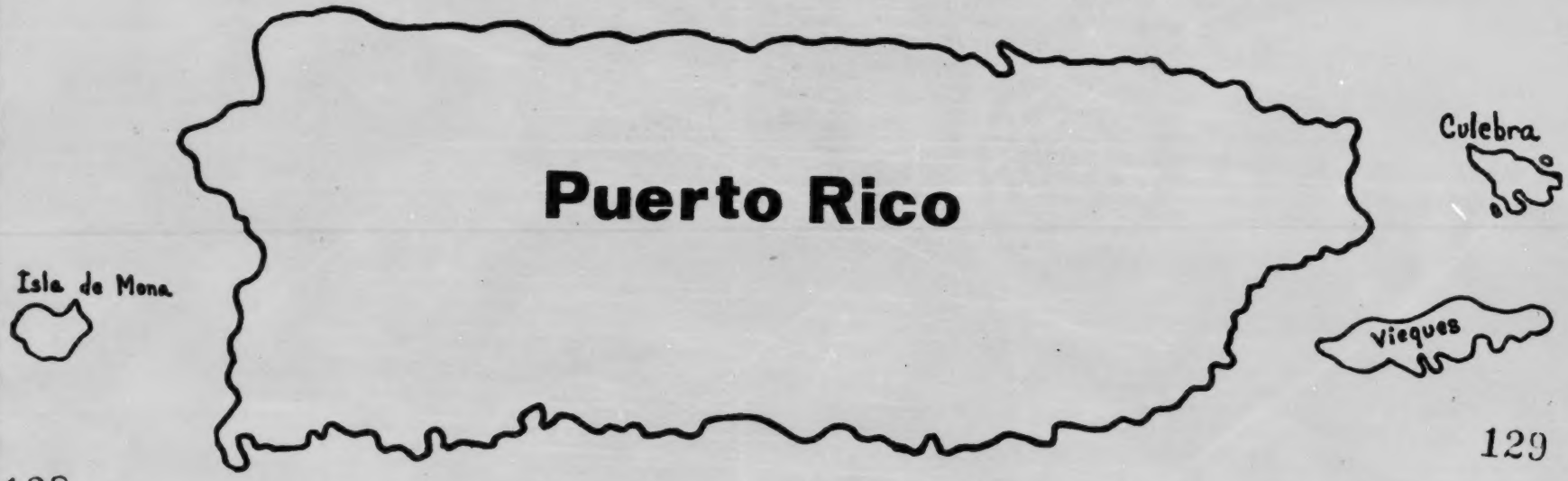


SKILL D: To identify and locate the smaller territorial islands of Puerto Rico.

VOCABULARY: Vieques
Culebra
Mona

FIRST ACTIVITY FOR SKILL D

The teacher will point out the smaller territorial islands of Puerto Rico: Vieques, Culebra and Mona. The teacher, with the children, will discuss size and location of these islands. Children will trace or construct a map of Puerto Rico with its smaller territorial islands located and labelled on it.



SECOND ACTIVITY FOR SKILL D

As an extra activity, the children can cut Vieques into three parts and observe that one part is the size of Culebra.

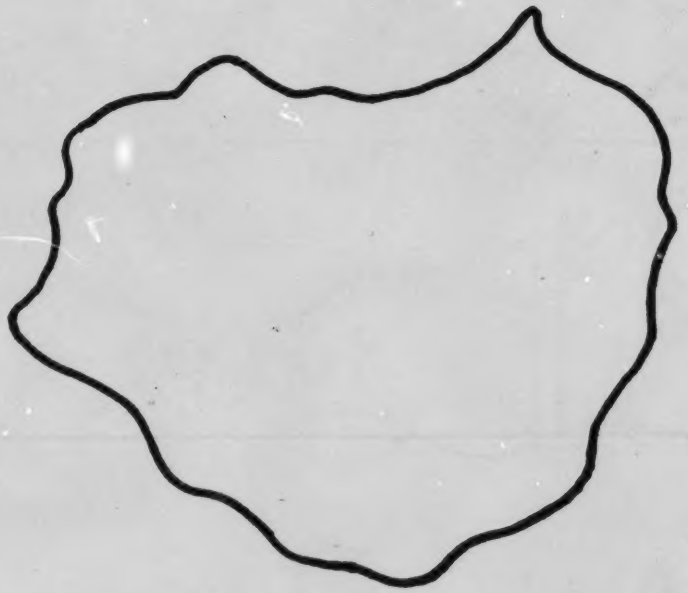
Vieques

Culebra

THIRD ACTIVITY FOR SKILL D

Utilizing a map of Puerto Rico, have the children use a scale to determine how far each of the three islands, Vieques, Culebra and Mona, are from the main island. Questions can be generated such as: ¿Cuál de las tres islas es la más cerca a la isla de Puerto Rico? ¿Cuál de las tres islas queda más lejos de la isla de Puerto Rico?

Isla de Mona



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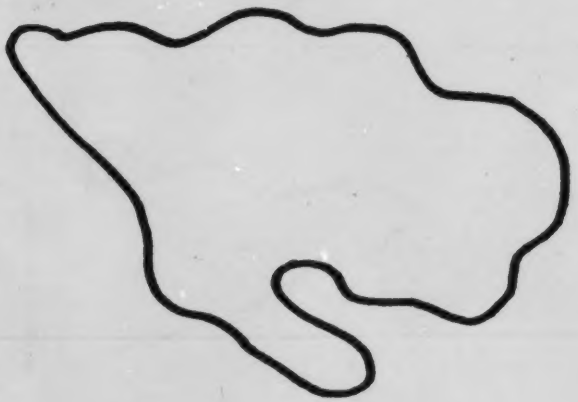
Culebra



133

Vieques

CRITERION: At 100% accuracy, the children will locate and identify on a blank map the territorial islands of Puerto Rico.

137

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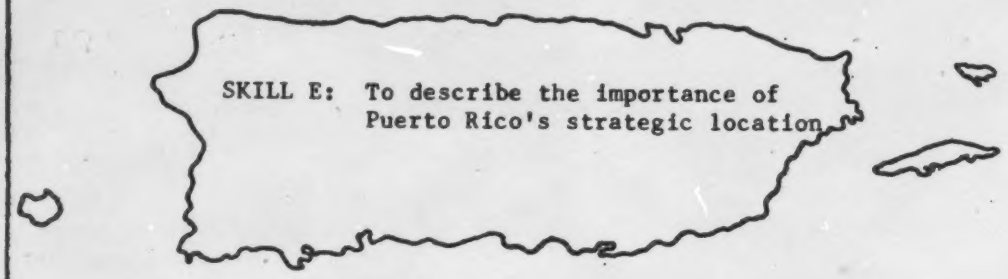
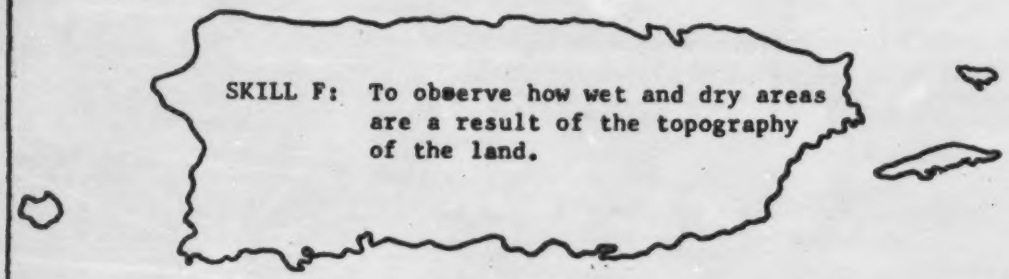


SKILL E: To describe the importance of Puerto Rico's strategic location.

VOCABULARY: strategic location

FIRST ACTIVITY FOR SKILL E	The teacher and the children will discuss the importance of Puerto Rico's strategic location. Children will go out on a big field with a ball or objects to be carried. Children will space themselves out to the ends of the field. They will take turns throwing the ball or carrying an object from one end of the field to a person at the other end. Someone will then take a position in the center of the field and children will again carry an object across to the central person. Children can then imagine they are ships, planes or messengers and discuss their observations of the two different situations and then compare it to Puerto Rico's location.
SECOND ACTIVITY FOR SKILL E	Children will observe or play a baseball or softball game. One game will be played without a shortstop or short center position. The other game will be played with a shortstop and/or a short center position. Children will discuss their observations and relate this to Puerto Rico's strategic location.
THIRD ACTIVITY FOR SKILL E	The children should now be able to examine a world map and state which countries Puerto Rico is closest to, how it's location to these countries is beneficial, and the problems encountered in having such a location.

CRITERION: At 100% accuracy, the children will answer the question, "Why is the geographical location of Puerto Rico important?"



SKILL F: To observe how wet and dry areas are a result of the topography of the land.

VOCABULARY:
topography
desert
arid
swamp
condensation
steam
vapor

FIRST ACTIVITY FOR SKILL F

After the teacher explains how topography affects climatic conditions in different areas she will demonstrate with a sponge, fan, and mister on an island model. The winds bring humidity and as they approach the mountains they ascend and form clouds. As they pass the mountains they are transformed into dry winds.

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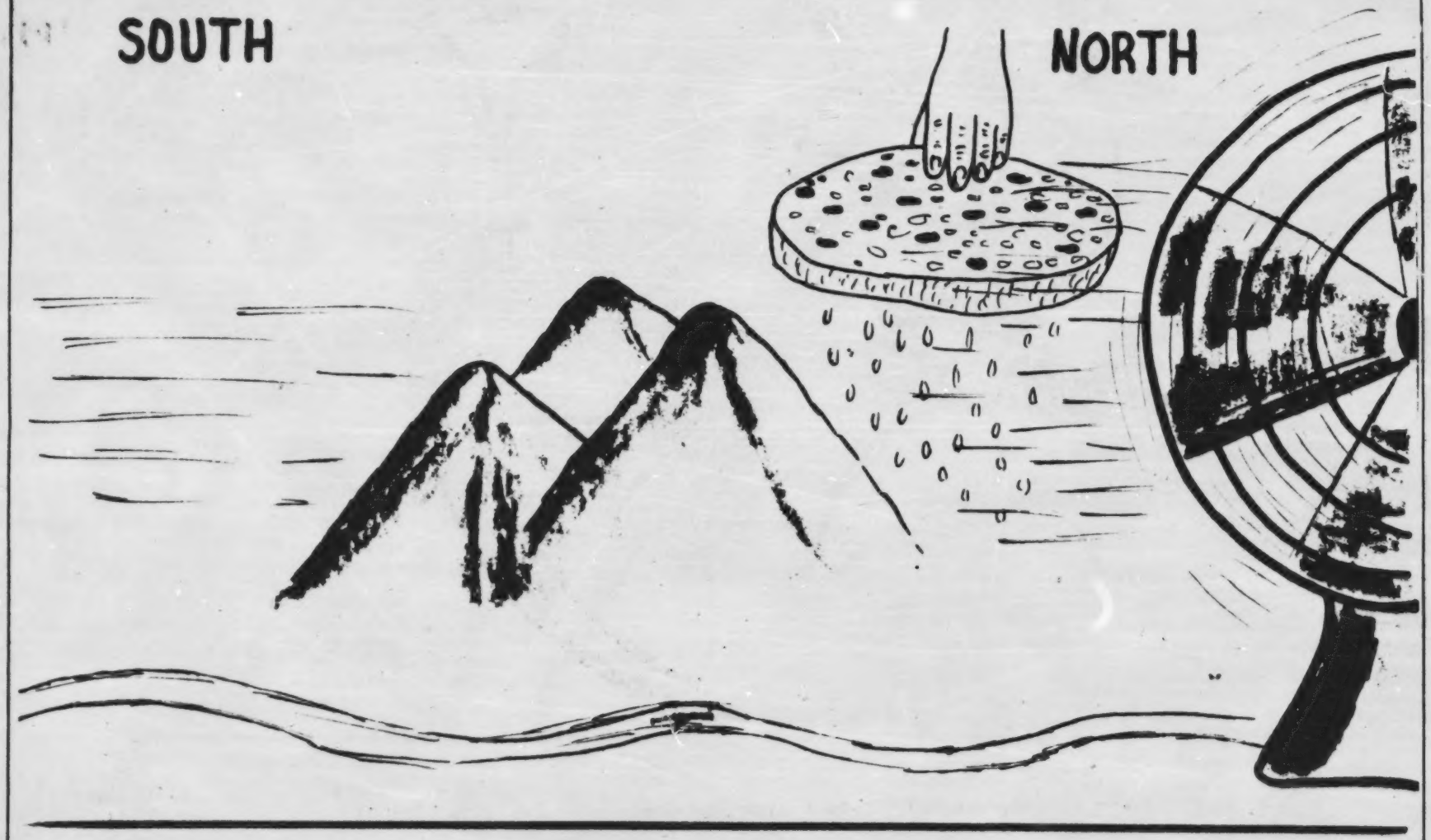

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SECOND ACTIVITY FOR SKILL F

This concept may also be demonstrated with a coffee pot and boiling water placed near a mirror.

CRITERION: The children will be able at 100% accuracy to write how wet and dry areas are as a result of the topography of the land.

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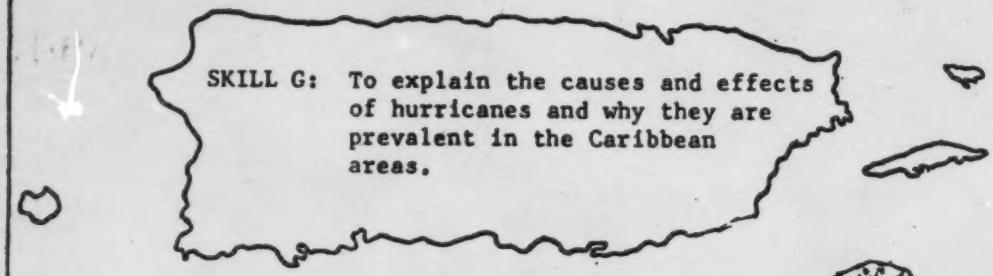
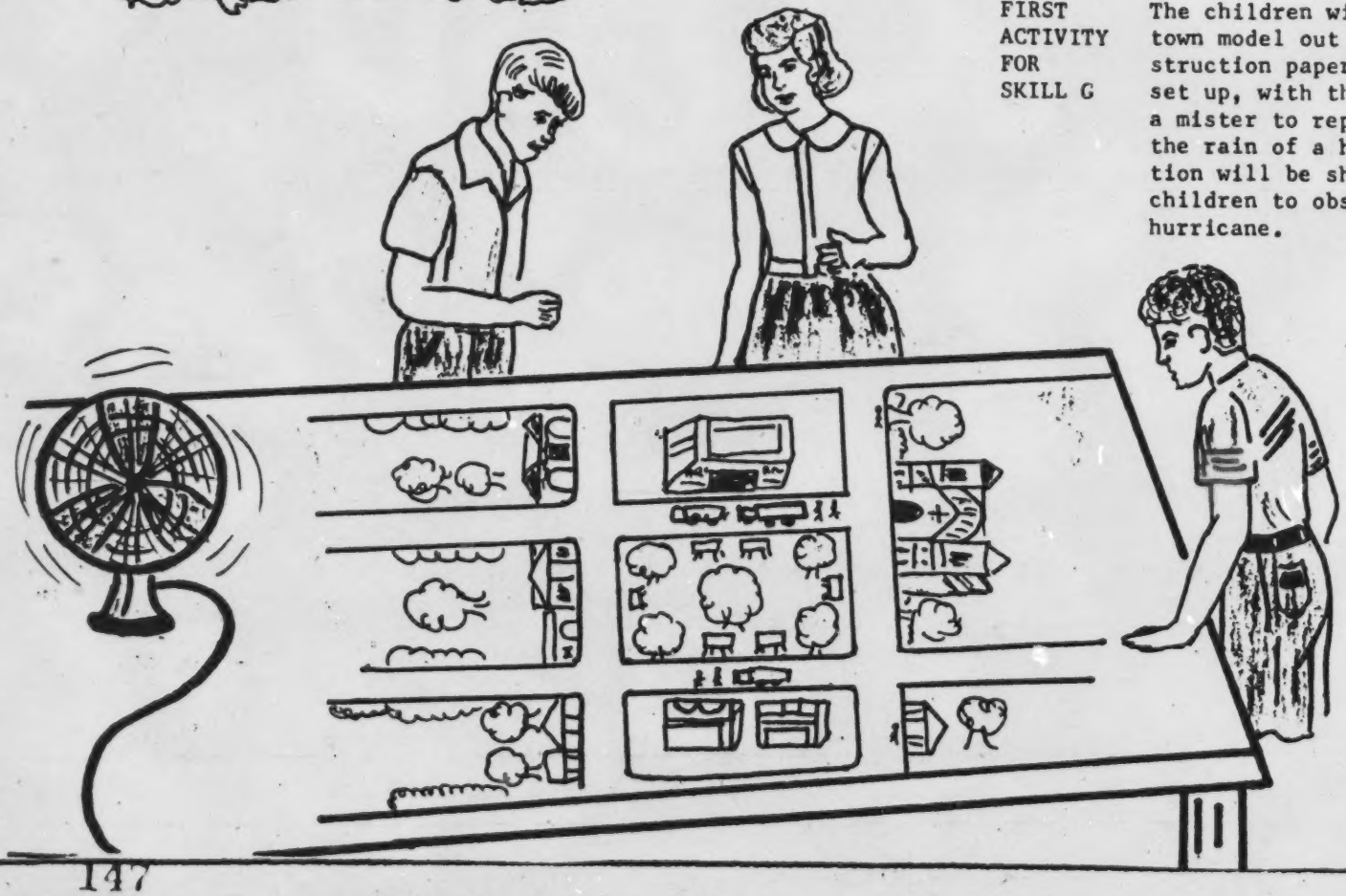


SKILL G: To explain the causes and effects of hurricanes and why they are prevalent in the Caribbean areas.

VOCABULARY: hurricane
Caribbean

FIRST ACTIVITY FOR SKILL G: The children will construct a small town model out of soil and construction paper. After the town is set up, with the use of a fan and a mister to represent the winds and the rain of a hurricane, a demonstration will be shown in order for the children to observe the effects of a hurricane.



SECOND ACTIVITY FOR SKILL G

The children will dramatize a hurricane and its effects. Some children will be houses, trees, etc., and other children will be the winds that make up the hurricane. This dramatization can be done to music.

THIRD ACTIVITY FOR SKILL G

The Magical Coquí, by Blanca Ortiz, is a filmstrip/cassette which tells the story of Juanito who lives in a small Puerto Rican town during a tropical storm. (Available at the Hamden-New Haven Cooperative Education Center, Hamden, Connecticut, 06517)

CRITERION: At 100% accuracy, the children will answer the following questions: What is one cause of a hurricane? What are some of the effects of hurricanes? What happens to the land during a hurricane?

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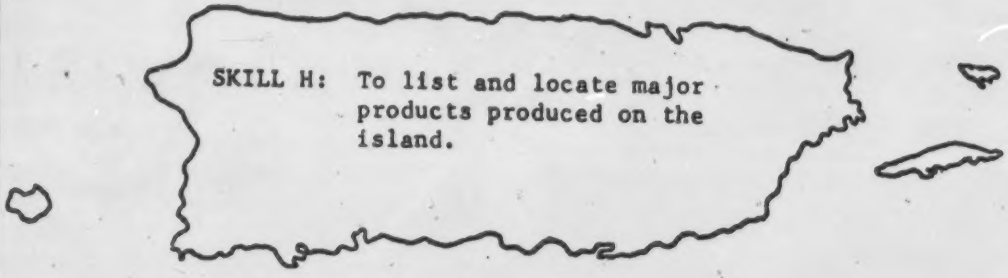

SKILL H: To list and locate major products produced on the island.

VOCABULARY:
"caña de azúcar"
"café"
"tabaco"
"piñas"
"cocos"

FIRST ACTIVITY FOR SKILL H

The teacher and the students will discuss the major products produced in Puerto Rico and the areas in which each of the products are found. The children will make a chart with the products and their location of production listed.

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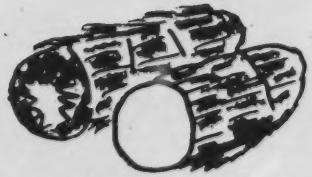
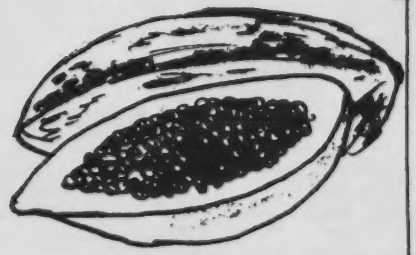
SECOND ACTIVITY FOR SKILL H

The children will locate on a map of Puerto Rico the products produced there. A picture or drawing may be used as a label.





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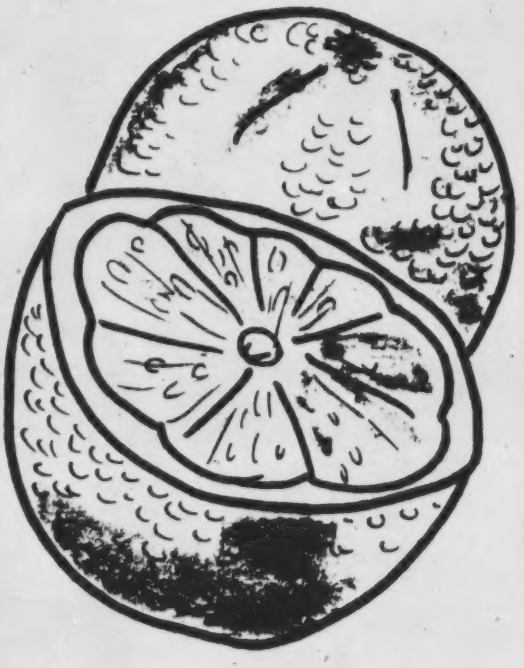
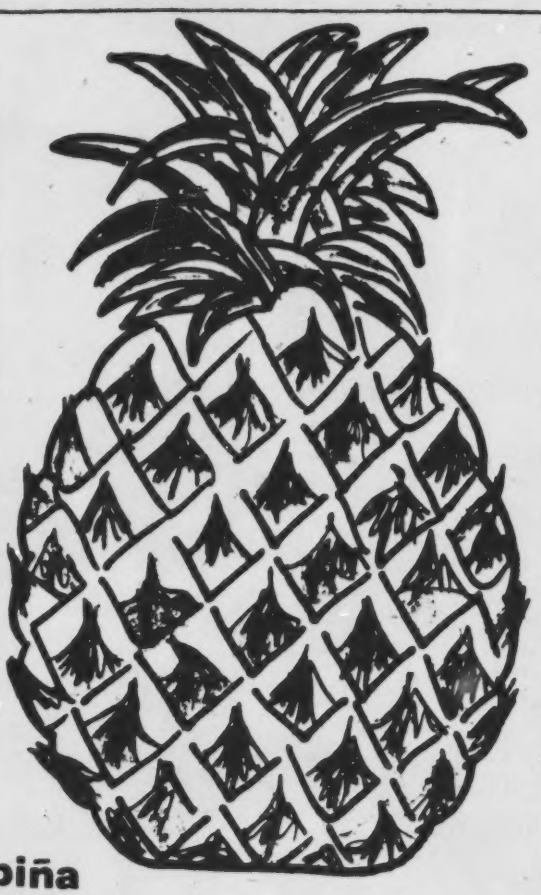
THIRD ACTIVITY FOR SKILL H

The teacher and the children can bring to school some samples of products produced in Puerto Rico to discuss similarities and differences between those fruits and fruits found in the United States.



toronja



piña

caña de azúcar

café

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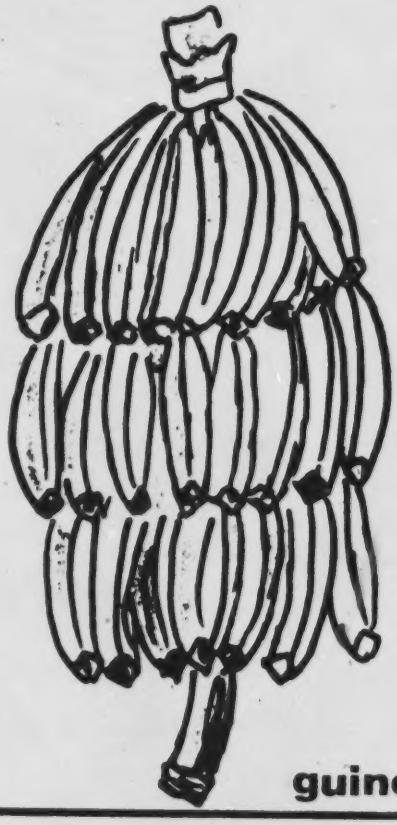
tabaco



guineos

coco de agua

aguacate

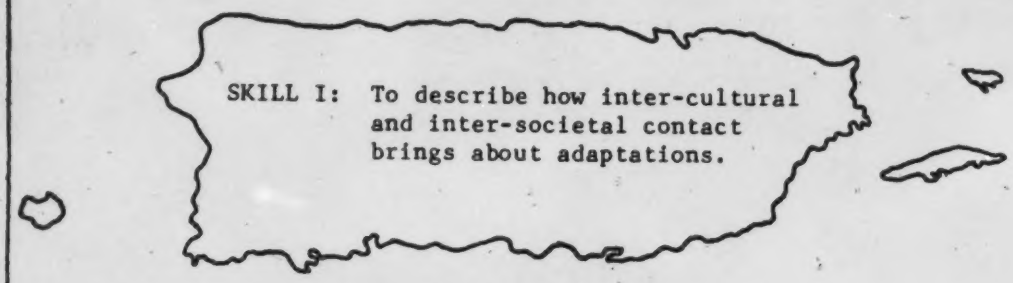
FOURTH ACTIVITY FOR SKILL H

The children will play the game, "Product of Bundle." Children will make cards out of oaktag. Some cards will have the names of products and the other cards will have a location that these products are found in. All of the cards should be shuffled. Each child begins with seven cards. The rest of the cards are piled on the table faced down and the top card is turned upward. Each child may take a turn picking up one card from the bundle and discarding one card. When he/she matches a product with a location he has a bundle and sets it aside. They may pick the top card from the discarded bunch instead of only from the original pile. When the original bundle of cards run out, shuffle and turn the discarded bundle face down and continue. When all of the cards are gone, the children will check each other to see if the bundles are correct. If a wrong match occurs, the bundle does not count. The child with the most correct bundles wins.

FIFTH ACTIVITY FOR SKILL H

Using the same cards as above, the children may play the game similar to Concentration.

CRITERION:	Given a blank map, the children will label and locate five major products produced on the island at 100% accuracy.



SKILL I: To describe how inter-cultural and inter-societal contact brings about adaptations.

VOCABULARY: inter-cultural
inter-societal

FIRST ACTIVITY FOR SKILL I

The children will make a chart which lists and describes adaptations Puerto Ricans have made due to societal contact and why they believe these adaptations were made.

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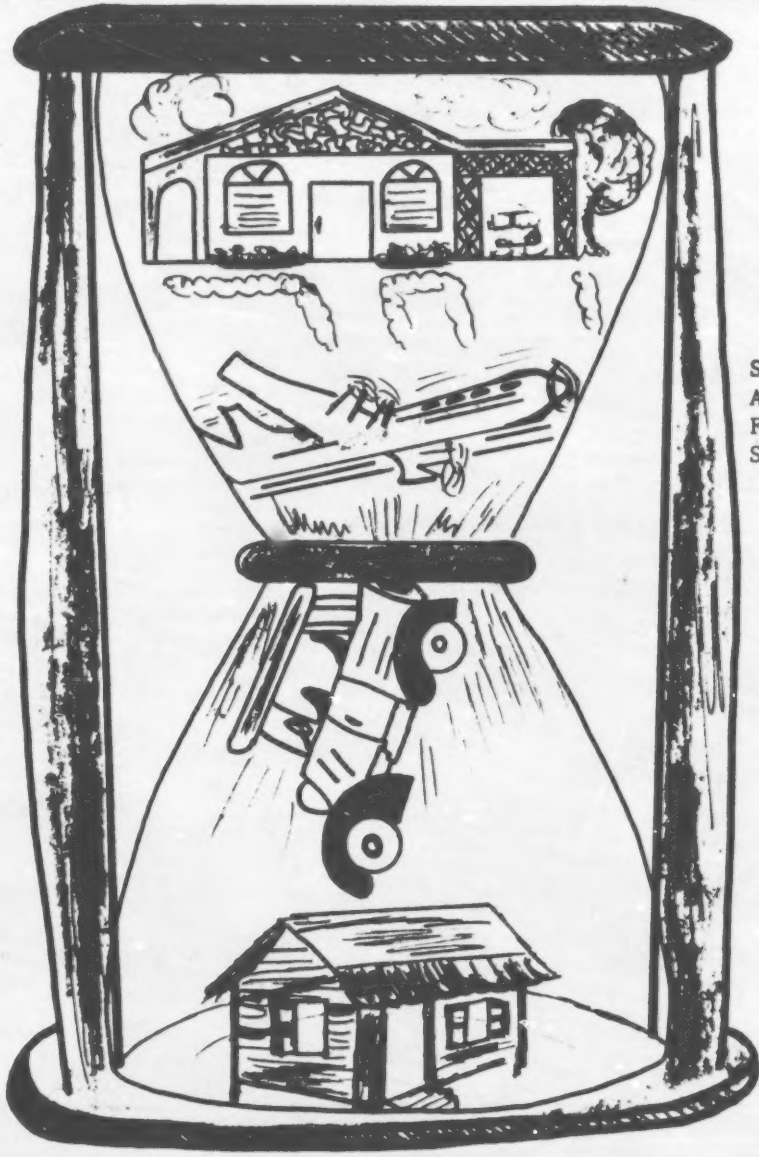

SECOND ACTIVITY FOR SKILL I

Teams of children will construct houses, clothing, utensils, foods, stores, etc., of yesterday and today.

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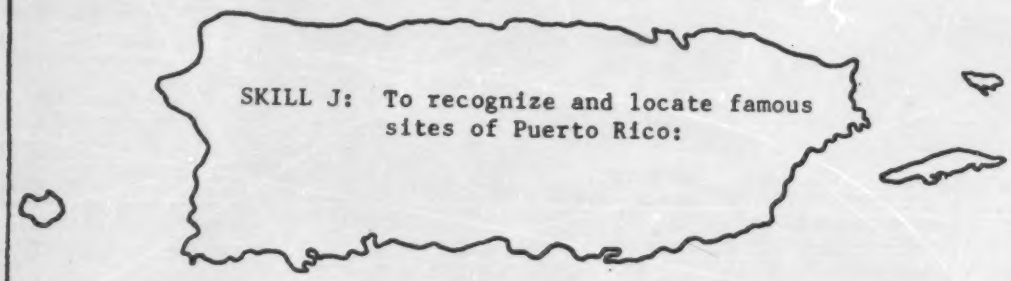
THIRD ACTIVITY FOR SKILL I

Have the children choose a societal adaption made and write a paragraph stating why the adaptation came about and if it was progressive or regressive and why.

CRITERION:	The children will be able to state at least one inter-cultural or inter-societal adaption which was made in Puerto Rico and why this adaption was made.



SKILL J: To recognize and locate famous sites of Puerto Rico:

VOCABULARY: San Juan International Airport

"Parque de Bombas de Ponce"
"El Morro"
"La Fortaleza"
"El Yunque"
"Guajataca"

FIRST ACTIVITY FOR SKILL J

The children will form teams to do research on a particular site. Children will locate and label the sites on a map of Puerto Rico.

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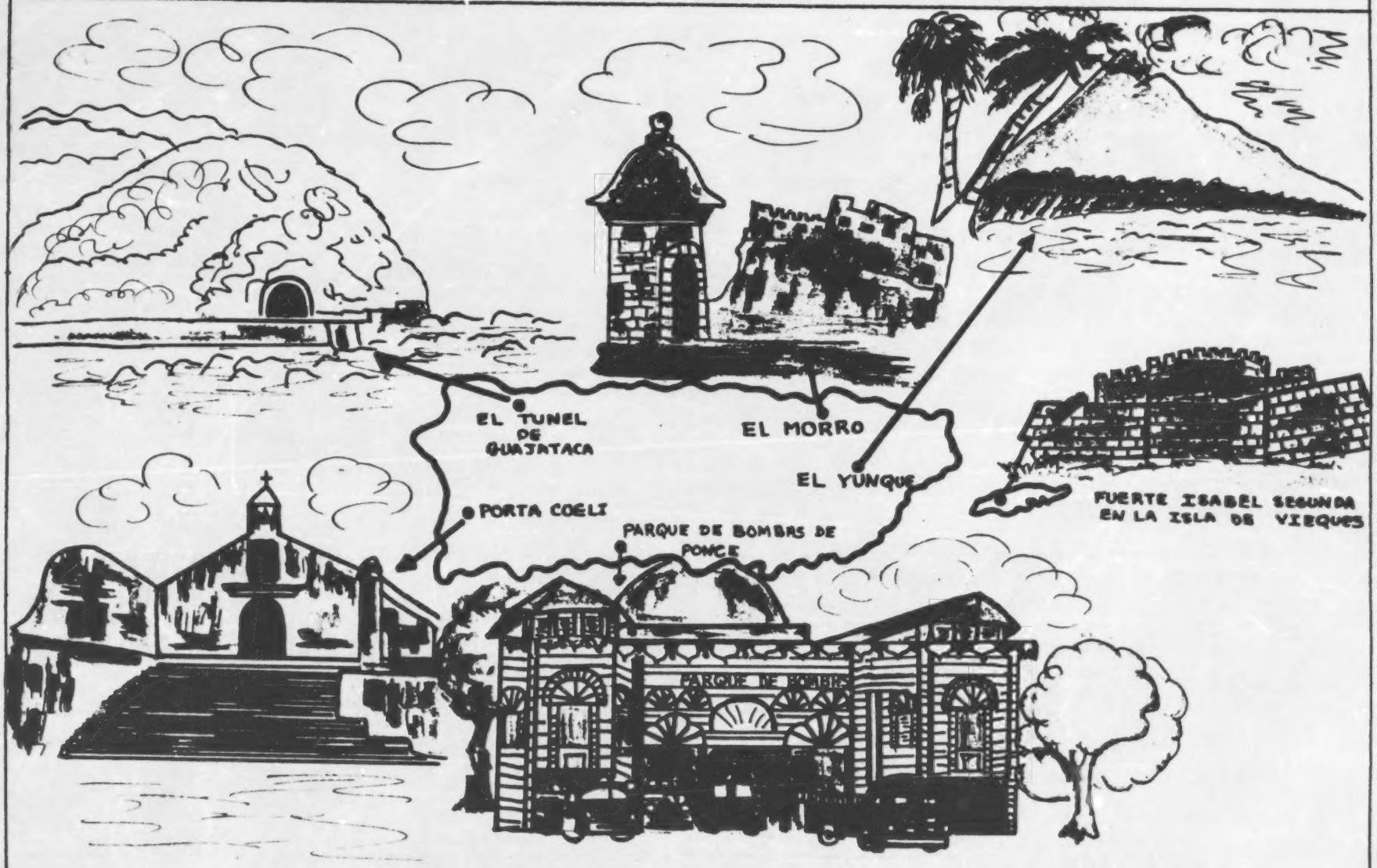

SECOND ACTIVITY FOR SKILL J

The children will then act out a play or game in which each team will take turns being the guide of a particular site. The rest of the class will act as tourists to that site. Each team will try to make the best presentation because the children will then vote or pick the sites they found most interesting and would like to visit or recommend to others.

CRITERION: Given a blank map of Puerto Rico, the children will at 100% accuracy, list and locate 3 famous sites of Puerto Rico.

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UNIT III: LATIN AMERICA

SKILL A: To understand the meaning of the name "Latin America."

SKILL B: To understand the Spanish influence on language, customs, and life-styles in Latin America.

SKILL C: To recognize and understand the disadvantages and advantages of the geography of Latin America.

SKILL D: To name and locate the countries that comprise the Antillas and outline some of the basic facts regarding these countries.

SKILL E: To explain the relationship between climate and food supply produced in an area.

SKILL F: To explain the importance of natural resources.

SKILL G: To list the principal export products of the Latin American countries.

SKILL H: To recognize famous contributors to Latin American society.

SKILL I: To observe and to understand some of the major differences between the three main Indian tribes of Latin America and to make comparisons between them and the other Indian tribes already studied.

SKILL A: To understand the meaning of the name "Latin America."

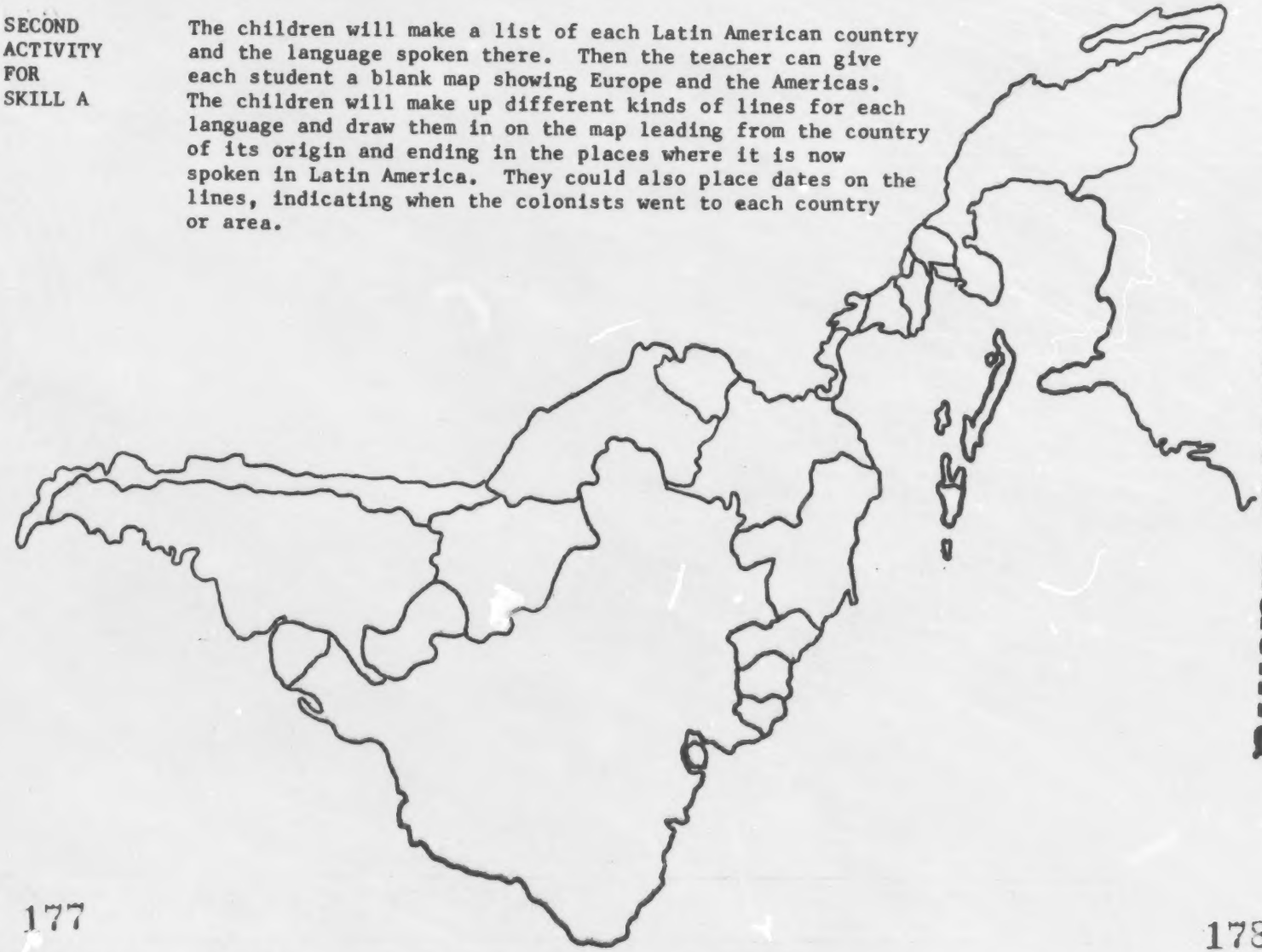
VOCABULARY: idiomas
dialectos
Latin American countries

FIRST ACTIVITY FOR SKILL A

The teacher will explain which languages are considered Latin languages and their origin. She can read them a very brief selection that deals with the reason as to why Latin America is so called.

SECOND ACTIVITY FOR SKILL A

The children will make a list of each Latin American country and the language spoken there. Then the teacher can give each student a blank map showing Europe and the Americas. The children will make up different kinds of lines for each language and draw them in on the map leading from the country of its origin and ending in the places where it is now spoken in Latin America. They could also place dates on the lines, indicating when the colonists went to each country or area.



(MAP FOR THIRD ACTIVITY)

AMERICA LATINA Y SU NOMBRE

El continente latino-americano incluye Méjico, América Central, Las Antillas y Sur América. En esta vasta tierra se hablan idiomas o lenguajes español, portugués y francés, todos son considerados lenguajes latinos.

Lenguajes o idiomas latinos son aquellos que provienen del latín. Estos se desarrollaron por todos los países de Europa. Los países europeos que hablan los llamados lenguajes latinos son: España, Portugal, Francia, y Italia. Estos países fueron algunos de los primeros en pisar tierra sobre la hoy tierra llamada América Latina, que al colonizar, trajeron con ellos sus idiomas, sus costumbres, su religión y sus formas de vida en general. Ellas enseñaron sus culturas a las personas que habitaban estas tierras (los indios) y a su vez ellos aprendieron muchísimas cosas de la cultura india. Los lenguajes de origen latino han sido preservados y usados como idioma oficial por miles de años en América Latina.

THIRD ACTIVITY FOR SKILL A

The children will do the following map exercise in order to see more clearly the relation between the idioms and the colonization of the countries of Latin America. The teacher will provide the students with maps.

Prepara un mapa, indicando lo siguiente:
a) Los países latino-americanos donde el español es su idioma principal.
b) Países latino-americanos donde el francés es su idioma principal.
c) Países latino-americanos donde el portugués es su idioma principal.

Puedes usar cualquier clase de material que tú desees, como lápices de madera, crayolas, pluma, carboncillo, calcadores de felpa (magic markers); pero tienes que diferenciar entre las áreas donde se habla un idioma diferente a otro. Compara el mapa en que trazaste las líneas con la colonización europea en América con este que hiciste. ¿Qué observas?

FOURTH ACTIVITY FOR SKILL A

The teacher will explain the meaning of the word "dialect" and then ask the students the following question, ¿Cuál es la razón por la cual hay tantos dialectos en América Latina? The question should be discussed as a group in the classroom.

CRITERION: Given a blank map showing the Americas and Europe, the children should be able to trace a line from the colonizing country to the destination, and then indicate which language is spoken in each country by placing an E, F, or P in each country at 95% accuracy.

SKILL B: To understand the Spanish influence on language, customs and life-styles in Latin America.

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VOCABULARY: influence
life-style
custom
language

FIRST ACTIVITY FOR SKILL B

The teacher will explain to the children why the Spaniards influenced the Latin American way of life, customs and language.

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(FIRST ACTIVITY CONTINUED)

Los españoles fueron unos de los primeros grupos en colonizar diferentes partes de América Latina. Su propósito no era vencer a los indios que ya habitaban el continente, por lo contrario, establecer colonias y enseñar a los indios muchos aspectos de la cultura española. Sin embargo, mientras ellos estaban interesados enseñando su cultura a los indios ellos también quisieron aprender todo acerca de la cultura inida. Por lo tanto, era un intercambio de ideas, que finalmente todas se fusionaron junt s para crear las formas de vida, costumbres, y lenguaje que los latino-americanos tienen hoy día. Los españoles introdujeron muchas cosas nuevas y estilos en América Latina. Su música, literatura, arte, comidas y juegos han ido pasando a las personas por los primeros que vinieron a vivir a América Latina.. Ellos además han influído en otros aspectos de la cultura latinoamericana como en los bailes, las ropas, el lenguaje, la religión, la educación, la economía y la política. ¿Cómo tú crees que estos elementos fueron influenciados por los españoles? Si tú puedes, por favor da razones a lo que dices.

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(FIRST ACTIVITY a.)

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CATALUÑA

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LEÓN

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(FIRST ACTIVITY b.)

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ESPAÑA - ANDALUCÍA

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AMÉRICA LATINA

(FIRST ACTIVITY c.)

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CHILE

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ECUADOR

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(FIRST ACTIVITY d.)

BOLIVIA

ARGENTINA

PERÚ

SECOND ACTIVITY FOR SKILL B	Children working in teams of two will research the customs and life-styles of one Latin American country. Children will construct a male and female model with the typical dress of that country. Then, the teacher will provide pictures of the ways of dress in some of the Spanish provinces of Spain which the children will use to make comparisons between them and the Latin American country's way of dress.
THIRD ACTIVITY FOR SKILL B	The teacher will obtain various musical selections from Spain and from the Latin American countries. She may have to seek the assistance of the music teacher for this activity. The teacher will play some of the selections so that the children can hear and recognize the similarities between the music of Spain and that of Latin America. The class could put on a dance and music festival with typical dances of the different countries and parents and other classes may be invited to participate.
FOURTH ACTIVITY FOR SKILL B	Each child will choose a particular object, custom or way of life that was directly influenced by the Spaniards and explain the significance of what they have chosen, both in Latin America and in Spain.

FIFTH ACTIVITY FOR SKILL B

The children will pick a certain food, type of dress, or custom that is common to both a Latin American country and to Spain. Then they will make at home that particular type of food, construct a model depicting the type of dress, or use some creative method of their choice for explaining or showing the custom. They will bring their items into the classroom on a particular day and will set up a display area for everything. While eating the food samples, they may explain their display items to the rest of the class.

CRITERION: The child will be able to name four ways in which the Spaniards influenced the Latin American cultures and the significance of these influences to the life-style of the Latin American at 100 % accuracy.

SKILL C: To recognize and understand the disadvantages and advantages of the geography of Latin America.

VOCABULARY: advantage
disadvantage
Pan American Highway

FIRST ACTIVITY FOR SKILL C

The children will observe a map of Latin America which clearly depicts the geography of its area. They will then be asked to think about how the geography of Latin America could be a disadvantage to its inhabitants and how it could be an advantage to its inhabitants. The teacher can ask questions such as the following in order to stimulate discussion:

1. ¿Cómo influye la geografía en la transportación?
2. ¿Cómo afecta la geografía en la comunicación?
3. ¿Cómo actúa la geografía como un factor de protección?
4. ¿Puede la geografía influir en la economía?¿Cómo lo hace en la América Latina?
5. ¿Cuáles otras ventajas y desventajas puede causar la geografía en un país?

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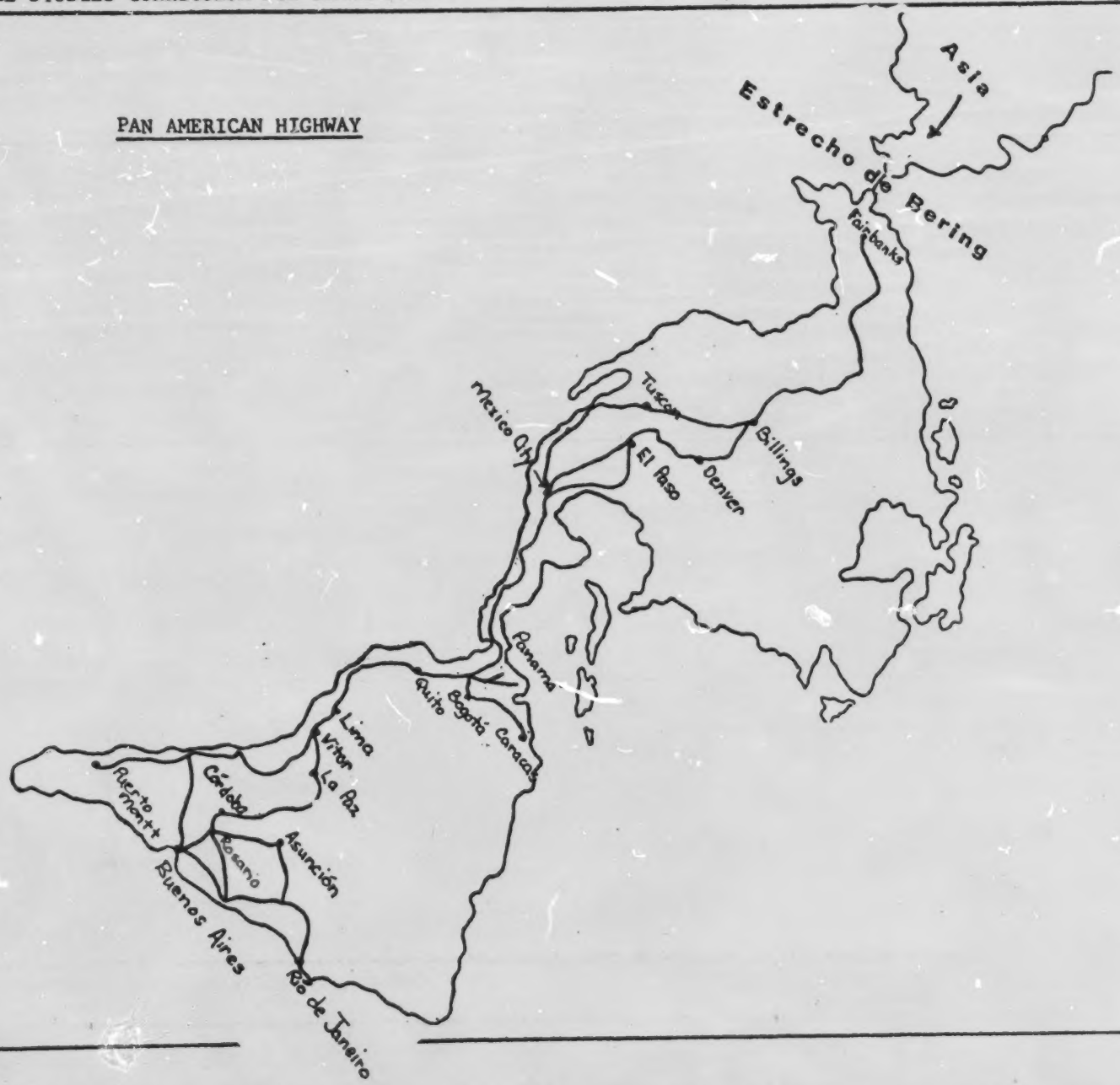
MAPA GEOGRÁFICO

PAN AMERICAN HIGHWAY



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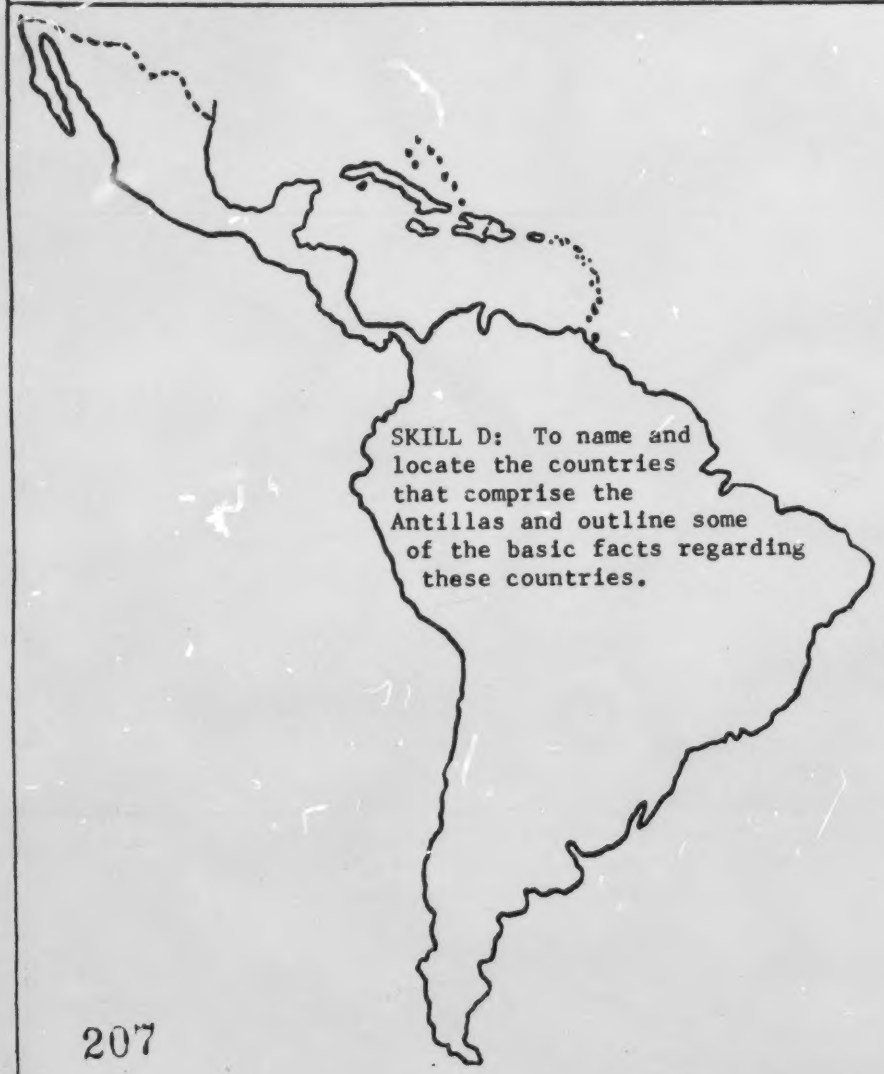
SECOND ACTIVITY FOR SKILL C

The Latin American countries have attempted to overcome some of the geographical obstacles that have created problems for them. One of these tools is the use of the airplane. The other is the construction of the Pan American Highway. The teacher will explain this to the children and then ask them to think of some other ways in which these transportation problems could be solved to create a better future for the Latin American peoples.

CRITERION: The children will be able to explain at least two disadvantages and at least two advantages of the geography of Latin America at 100% accuracy.



207

SKILL D: To name and locate the countries that comprise the Antillas and outline some of the basic facts regarding these countries.

VOCABULARY: "Antillas Mayores"
"Antillas Menores"
"Islas Bahamas"

FIRST ACTIVITY FOR SKILL D

The children will be given a blank map of the Antilles on which they must fill in the names of the countries that comprise this group of Caribbean islands. They may use a map that is already filled in as a reference. They will then indicate with a star where the capital city of each country is and place its name somewhere near the star (preferably in the water area so as not to conflict with the country's name.) On the back of their maps they will make three categories - Antillas Mayores, Antillas Menores, Islas Bahamas - and will write the names of the countries that pertain to each category underneath it. This map will serve the children as a reference for their studies of the Antilles.

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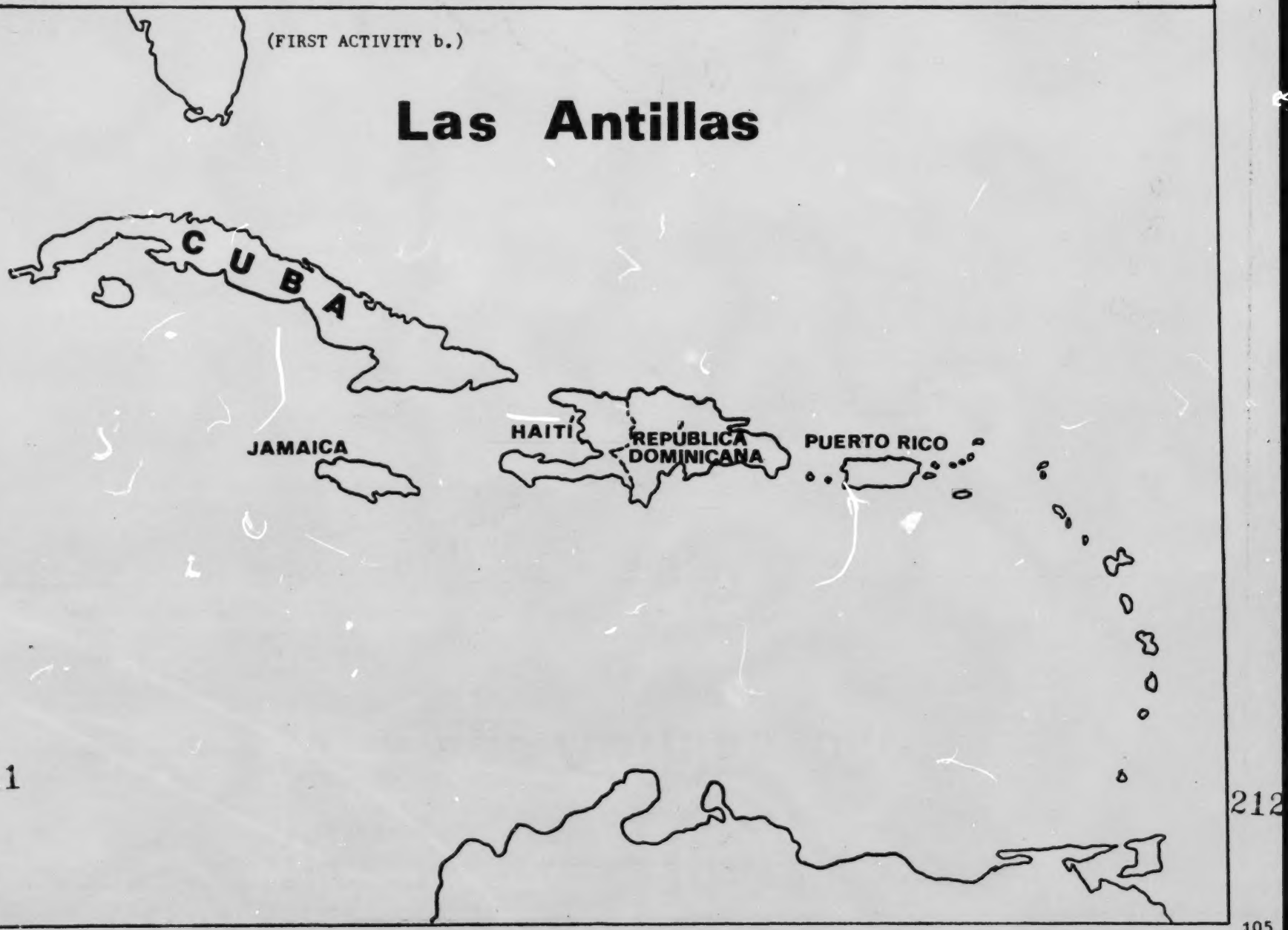
(FIRST ACTIVITY a.)

(FIRST ACTIVITY b.)

Las Antillas



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SOCIAL STUDIES CURRICULUM FOR GRADE FOUR — UNIT III: LATIN AMERICA

SECOND ACTIVITY FOR SKILL D

The children will do research on the Antillas, in order to complete the chart below. They may use library books or Viajamos por América , by Levi Marrero, available at the Hamden-New Haven Cooperative Education Center, Hamden, Connecticut, 06517.

	CUBA	REPUBLICA DOMINICANA	HAITI	PUERTO RICO	JAMAICA	TRINIDAD Y TOBAGO
CAPITAL						
PRINCIPALES EXPORTACIONES						
PRINCIPALES IMPORTACIONES						
UNIDAD MONETARIA						
EL CLIMA						
LA BANDERA						
RECURSOS NATURALES						
GEOGRAFIA						
MONTAÑAS						
RIOS						
FORMA DE GOBIERNO						
IDIOMA						

THIRD ACTIVITY FOR SKILL D

The following question on the geographic characteristics will be raised by the teacher in order to initiate a class discussion:

1) ¿Qué países y cuerpos de agua son vecinos de Las Antillas?
2) ¿Consideras su situación geográfica ventajosa? Explica tu parecer.
3) Compara la geografía de las demás Antillas con la de Puerto Rico.

FOURTH ACTIVITY FOR SKILL D

The children will be provided with the following puzzle to complete:

CLAVE

1. Océano al norte de Las Antillas.
2. Isla al sur de Cuba.
3. Capital de la República Dominicana.
4. País al oeste de la República Dominicana.
5. Capital de Puerto Rico.
6. Tu país nativo.
7. Capital de Jamaica
8. Las _____ Mayores.
9. La _____ Dominicana.
10. País al sur de la Florida (E.U.)
11. Las Antillas se componen de Las Antillas Mayores, Las Antillas Menores, y Las _____ _____.

RESPUESTAS

1. Atlántico
2. Jamaica
3. Santo Domingo
4. Haití
5. San Juan
6. Puerto Rico
7. Kingston
8. Antillas
9. República
10. Cuba
11. Islas Bahamas

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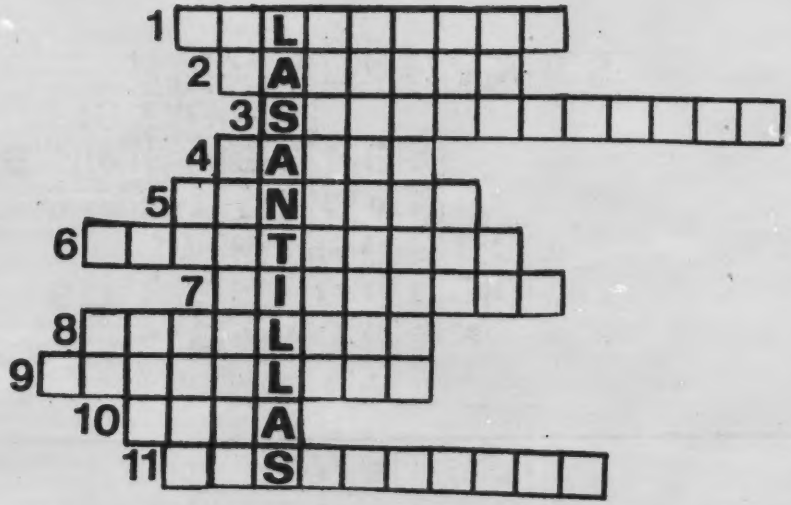
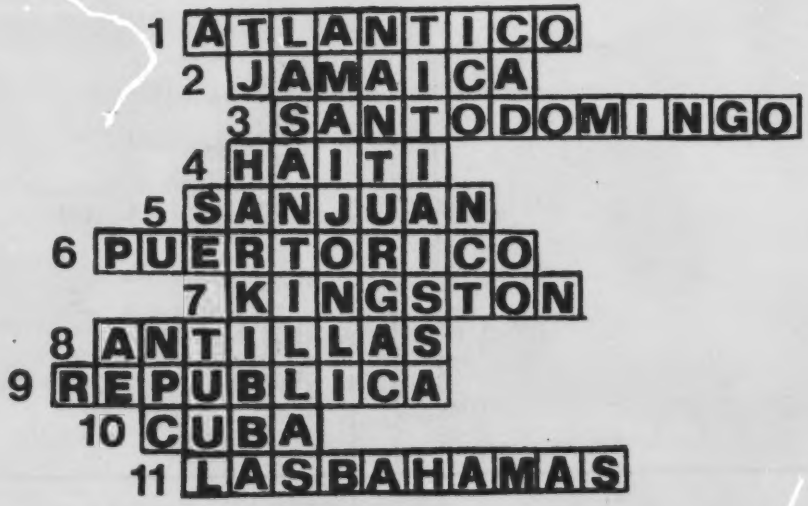
(FOURTH ACTIVITY a.)



(FOURTH ACTIVITY b.)



CRITERION: At 100% accuracy, the children will be able to name and locate the countries within the Antilles given a blank map.

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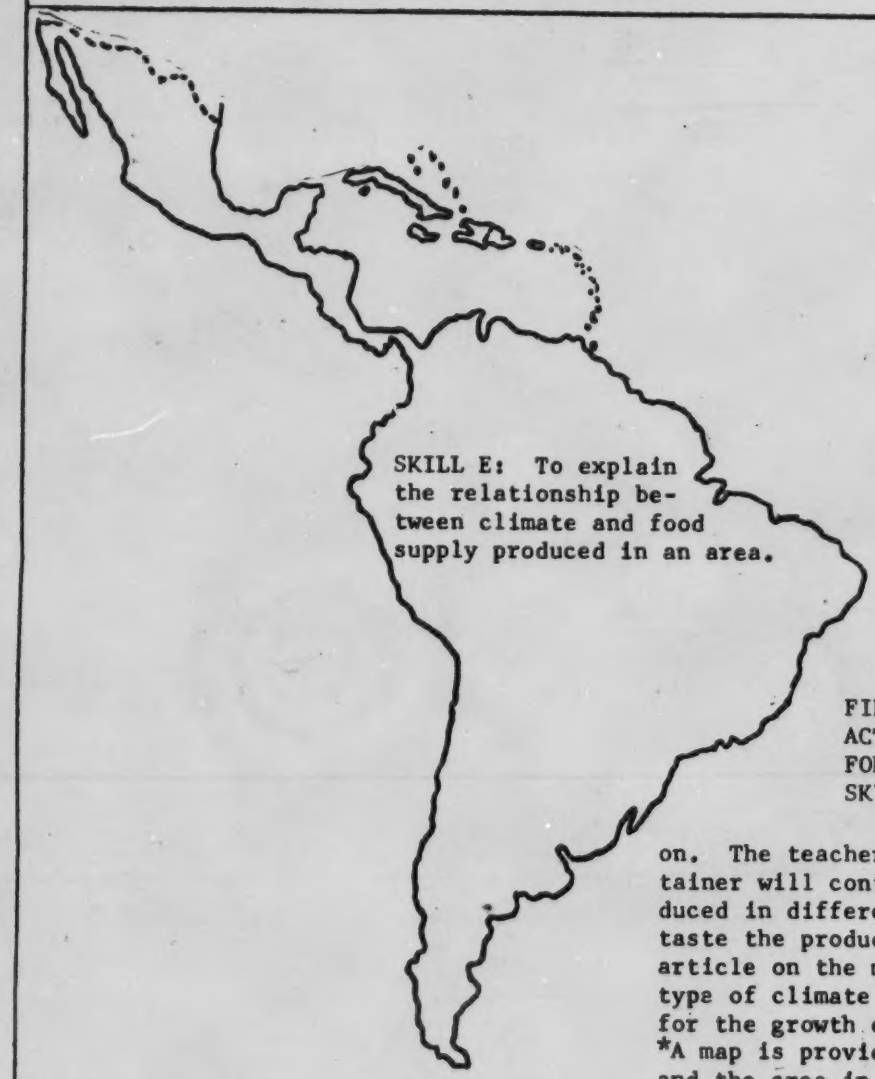

SKILL E: To explain the relationship between climate and food supply produced in an area.

VOCABULARY: Temperate Zone
Tropical
tropical highlands
"piña"
"aguacate"
"coco"
"guineo"
"uvas"
"caña de azúcar"
"maíz"
"frutas"
"cocoa"
"arroz"
"carne"

FIRST ACTIVITY FOR SKILL E

The teacher will explain the products found in different areas and their relation to climate.* A blank map of Latin America will be provided for each child. The map will have ten locations indicated with a line for a number to be written on. The teacher will present ten containers numbered 1 - 10. Each container will contain actual samples/pictures of a particular product produced in different areas of Latin America. The children will take turns to taste the product or describe it and place the appropriate number of the article on the map where that product is produced. Then, he can state what type of climate that product is grown in or what type of climate is desirable for the growth of that product.

*A map is provided here for the teacher to use in explaining the products and the area in which they are produced. (World Book p. 4284-5)

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(FIRST ACTIVITY a.)

1 PIÑA

2 AVENA

3 TABACO

4 GUINEO

5 UVA

6 CAÑA DE AZUCAR

7 MAIZ

8 COCO

9 CAFÉ

10 ARROZ

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(FIRST ACTIVITY b.)

SECOND ACTIVITY FOR SKILL E

The teacher may make a recipe similar to the one provided with the class. She can ask them the following questions as they go along:

1) ¿Cuáles de los productos que estamos usando son cultivados en América Latina?

2) ¿Dónde se cultivan?

3) ¿Cuáles tipos de clima son necesarios para su crecimiento?

4) ¿Cuáles productos son los que América Latina tendría que importar?

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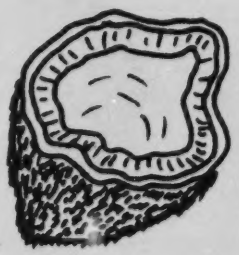
Sweet Coconut



3 tazas de azúcar (o blanca)
(Presiona la azúcar en la taza cuando la estés midiendo)

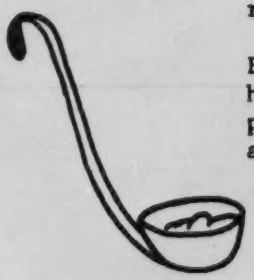
1 taza de leche
1 cucharadita de vainilla
½ cucharadita de canela
2 cucharadas de mantequilla
1 taza de coco rallado
1 pizca de sal

INSTRUCCIONES

Hierva el azúcar, la leche, y la sal juntos, en una cacerola a fuego lento. Siga cocinando la mezcla hasta que pueda formar una bola blanda* en agua fría. Quite la cacerola de la estufa y añada el resto de los ingredientes.

Bata todos los ingredientes con una cuchara de madera hasta que esté bien espeso. Rápidamente échelo en un plato engrasado. Parte el dulce en pequeños cuadros antes de que se enfríe.

*La prueba para la bola suave es la siguiente: Después de estar cocinando el dulce durante 15 minutos, saque un poquito con una cuchara y sumérjala en una taza de agua frío (la cuchara con el poco de dulce). Trate de formar con su dedo una bolita de dulce. Si no lo puede, siga cocinando y haga la prueba de nuevo cuando usted crea conveniente.



THIRD ACTIVITY FOR SKILL E

The children will choose a country in the northern section of Latin America and one in the southern section of Latin America. They will compare the climates of each country and the food supplies of each one. Next, they will compare a product of Latin America with one of Connecticut and one of Europe and explain what types of climate are necessary for the production of these products.

CRITERION: The children will be given a blank map on which they must indicate the location of six differet food products and then explain the type of climate in which they are grown and why at 90% accuracy.

FOURTH ACTIVITY FOR SKILL E

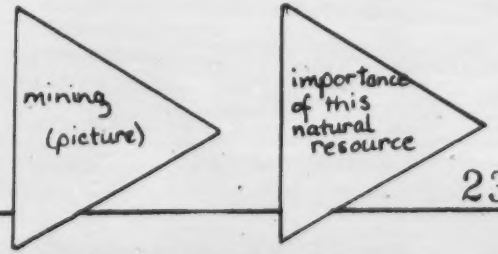
Upon examination of the types of products produced in Latin America and the climate necessary for the growth of these products, the students will decide what types of climate are not beneficial for their growth, and if in fact any of these products could be grown in Connecticut or Europe.

SKILL F: To explain the importance of natural resources.

VOCABULARY:
"hierro"
"petróleo"
"estaño"
"cobre"
"plomo"
"plata"
"zinc"
"oro"
"carbón"
"nitrato"
"manganeso"

FIRST ACTIVITY FOR SKILL F

The children will do research on natural resources and their importance for those specific areas. (This may be for different areas of a particular country or for a particular Latin American country). The children will construct markers to be placed on a wall map. The information will be written on the markers.



SECOND ACTIVITY FOR SKILL F

The teacher will ask the children the following questions, after which a discussion of the questions will follow.

1) ¿Qué sucedería si América Latina no tuviera disponible recursos naturales?

2) ¿Por qué son tan importantes los recursos naturales para un país?

3) ¿Qué dificultades tendrían los países de América Latina si los recursos de sus riquezas les fueran quitadas y usadas? (falta de dinero; falta de facilidades; malas condiciones de la tierra, que les prohibiera el acceso a sus recursos.)

CRITERION:	The child will be able to tell why natural resources are important for the economy of a country and will be able to list at least 5 natural resources and the country(ies) to which they pertain.

THIRD ACTIVITY FOR SKILL F

The teacher will ask the children to write a brief essay about Puerto Rico's leading natural resources and whether or not any of the rest of Latin America's resources could be of use to Puerto Rico (and vice verca) and why.

VOCABULARY:

"algodón"	"guineos"
"azúcar"	"hierro"
"café"	"petróleo"
"carne"	"estaño"
"cobre"	"plomo"
	"zinc"

SKILL G: To list the principal export products of the Latin American countries.

FIRST ACTIVITY FOR SKILL G — The children will research the principal products exported from the Latin American countries. They should find at least one product to represent each country.

SECOND ACTIVITY FOR SKILL G — The children will then make a chart listing the Latin American country and the product it exports.

THIRD ACTIVITY FOR SKILL G — The children may play a game matching the Latin American country with the product it exports. They can do this by drawing pictures of all the products and then pasting them on a blank map of Latin America. The class can be divided into two teams and the products equally distributed. The team who places the most correct products in their places is the winner of the game.

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FOURTH ACTIVITY FOR SKILL G

The children will observe a map showing the principal products of exportation of some of the Latin American countries and will then answer the questions in the exercise below.

América Latina se distingue por ciertos productos. Estos países se dedican generalmente a la producción de uno o dos productos para su exportación.

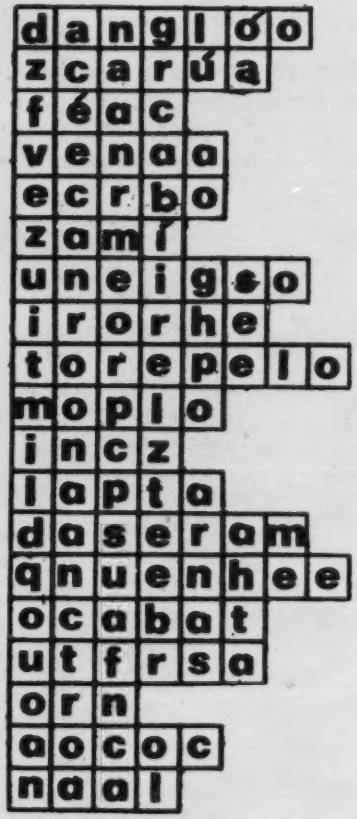
En el mapa abajo tú puedes observar de donde vienen algunos de esos productos, y luego contesta las siguientes preguntas:

1) ¿Cuál de estos países es predominantemente agrícola?
2) ¿Cuáles de estos países tienen la mayor cantidad de minerales?
3) ¿Cuáles países exportan los mismos productos?

PRODUCTOS PRINCIPALES DE EXPORTACION DE ALGUNOS PAISES DE AMERICA LATINA

Unscramble Puzzle

Ordena las siguientes palabras y luego escribe los nombres del país o del continente que exporta cada producto.



FIFTH ACTIVITY FOR SKILL G

The children will unscramble the above words, all of which are products that various Latin American countries export. Then, they will write the name of the country or countries who export them near the name of the product.

(ANSWERS - RESPUESTAS)

1. algodón
2. azúcar
3. café
4. avena
5. cobre
6. maíz
7. guineos
8. hierro
9. petróleo
10. plomo
11. zinc
12. plata
13. maderas
14. henequén
15. tabaco
16. frutas
17. ron
18. cocoa
19. lana

CRITERION: The children will be able to list at least 10 Latin American countries and one major export product of each country.

SKILL H: To recognize famous contributors to Latin American society.

VOCABULARY:
Simón Bolívar
Padre Bartolomé de las Casas
Miguel Hidalgo
Francisco Pizarro
Juan Ponce de León
Vasco Núñez de Balboa
Hernán Cortés
José de San Martín
Domingo Faustino Sarmiento
Eugenio María de Hostos
Rubén Darío

FIRST ACTIVITY FOR SKILL H: The teacher will provide a list of famous Latin American contributors and books for research. Each student will select a character he wishes to represent and obtain the necessary information to be able to make a presentation of that character to the class. He may make a puppet of the character to be used in the presentation or any other tool to make a creative presentation.

SECOND ACTIVITY FOR SKILL H: The children will obtain or draw a picture of each famous Latin American contributor and his contribution to be placed around the wall map of Latin America and attached by a string to the area where he made his contribution or where he comes from.

THIRD ACTIVITY FOR SKILL H

The children will choose two contributions and write a short essay explaining the importance of each contribution to the society for which it was made.

CRITERION: Each child will be able to name at least three Latin American contributors, their contributions, and the importance of their contributions to the societies for which they were made at 95% accuracy.

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SKILL I: To observe and to understand some of the major differences between the three main Indian tribes of Latin America and to make comparisons between them and the other Indian tribes already studied.

VOCABULARY:

"chinampas"	irrigation	
"inundadas"	terracing	
"el pulque"	"quipa"	
"quechuas"	legendary	
imperial	mythological	
caste		
nobles		

FIRST ACTIVITY FOR SKILL I

The teacher will discuss with the children where the Mayas, the Aztecs, and the Incas settled and where they originated from. She will then invite the students to read silently the following selection, which deals with some of the cultural aspects of each groups of Indians, after which they will be asked to think about the differences and similarities of each group to the other.

LOS INDIOS DE AMERICA LATINA

Como ya tú has aprendido, las tribus más antiguas de América Latina son los Mayas, Aztecas e Incas. Estas tribus habían alcanzado un alto grado de civilización aún antes del hombre blanco llegar y colonizar en América Latina.

Los mayas vivían en la región de la Península de Yucatán en Méjico, Guatemala, parte de Honduras y El Salvador. Nádie sabe, con seguridad, el origen de los Mayas o de donde ellos pueden haber venido, pero se asume que antes de ellos establecerse en Yucatán, probablemente eran nómadas. Ellos estaban muy adelantados en su forma de vida, y fueron probablemente los primeros grandes artistas, astrónomos, arquitectos y científicos de América.

La ocupación principal de los Mayas era la agricultura, especialmente el cultivo del maíz. El maíz era la base de su dieta y lo usaban para hacer tortillas, que hoy día se encuentra en la dieta de la mayoría de los españoles. Otros productos agrícolas que ellos producían incluían el frijol o la habichuela, la batata, el tomate, la calabaza, la yuca, el algodón, el henequén y el maguey. De estos últimos productos obtenían hilos y fibras para hacer telas, sandalias y sogas.

La religión jugaba un papel importante en la vida diaria de los mayas, además estaba muy relacionada con el sistema de su gobierno. Ellos adoraban muchos dioses: el dios de la lluvia, el dios del sol, el dios cosecha, eran algunos entre ellos.

Los mayas desarrollaron su propio calendario que es sorprendemente exacto. Este consistía de dieciocho (18) meses de veinte (20) días y un (1) mes de cinco (5) días, que hacen un total de trecientos sesenta y cinco (365) días. Ellos tenían además su propio alfabeto y dos (2) sistemas de numeración los cuales tienen una semejanza al arábigo y al romano.

La arquitectura maya era muy avanzada y sorprendió a los conquistadores españoles. No solo les maravilló la belleza de su construcción, sino además como ellos podían trabajar la piedra.

La pintura y la escultura de los mayas era igual de avanzada como su arquitectura. Para sus esculturas ellos usaban materiales como piedra, madera y barro. La figura favorita de los mayas era la figura humana, aunque además usaban la figura animal.

Los aztecas habitaban la región central y el sur de Méjico. Ellos fundaron su capital, Tenochtitlán, alrededor del 1325 en unas pequeñas islas situadas en el centro del lago Texcoco y construyeron chozas de juncos y cañas en las tierras inundadas. Los canales entre las islas servían de calles. Luego que tuvieran pequeñas tierras que les servían para cultivar, ellos construyeron las llamadas "chinampas" o islas flotantes. Ellos hicieron esto colocando abajo pequeñas balsas, que luego ellos cubrían con tierra. En estas formaciones ellos cultivaban maíz y vegetales y además, construian sus cabañas sobre ellas. Pasado un tiempo las raíces de esas plantas penetraron hasta el fondo del lago y las "chinampas" vinieron a servir como base para la construcción de sus nuevos edificios. De esta forma Tenochtitlán se extendió, y las pequeñas islas vinieron a ser el centro de la ciudad.

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La dieta principal de los aztecas consistía de maíz, habichuelas y chile. Contrario a los mayas, ellos tenían varias carnes en su dieta como: de pavo, pato, ganso, venado y pescado. A ellos además les gustaba mucho

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el chocolate y tenían un tipo de bebida de chocolate.

La planta de maguey era muy usada por los aztecas. Ellos usaban diferentes partes de esta mata, para los techos de sus casas; para su ropa; como agujas e hilo; para comida; y además para el "pulque", una bebida, que hoy día es la bebida nacional de Méjico.

Los aztecas fueron mayormente una tribu guerrera y agricultora. Ellos tenían su ejército y participaban en guerras frecuentemente. Fueron muy buenos comerciantes y las plazas del mercado era un centro muy importante en cada ciudad.

La arquitectura de los aztecas fue magnífica, incluyendo su escultura, fueron las dos artes que los distinguieron entre estas tribus. Mucha de su arquitectura tenía significación religiosa.

La vida de los aztecas no puede ser concebida sin mencionar su religión, la cual fue una de las más sangrientas del mundo porque requería sacrificio de personas humanas para complacer a sus dioses. Al igual que los mayas, ellos adoraban muchos dioses como el Sol, la Luna, la Tierra, la Primavera, la Lluvia y otros.

Los aztecas desarrollaron además su calendario; pero ellos tenían dos (2) tipos de calendario, uno era ritual y el otro solar. En vez de un alfabeto los aztecas tenían un sistema de comunicación en la cual usaban símbolos y dibujos para expresarse a través de ellos. Sus calendarios eran usados mayormente con propósito religioso - para indicar las fechas en las cuáles tenían que celebrar sus ceremonias y ritos religiosos en honor a sus dioses.

Los incas o quechuas constituían la mayoría del imperio civilizado de Sur América en el tiempo que los españoles llegaron allá, en el siglo 16. Ellos construyeron sus hogares en el Perú, Ecuador, Bolivia y muchas partes al norte de Chile y Argentina.

La dieta de los incas era más variada que la de los mayas y los aztecas. Por ejemplo, ellos comían carne de llama, venado, cerdo, y pescado; de vegetales ellos comían maíz, papas, tomates, habichuela soya, maní, aguacate y guayaba.

El Imperio Inca estaba dividido en tres (3) clases sociales o castas: 1) la casta imperial que eran los de sangre azul; (2) los nobles que era constituída por los altos oficiales del estado y sus familias y (3) la gente del pueblo. La mayoría de estas personas permanecían en su clase social para toda su vida.

Los incas no eran tan avanzados en las artes como los mayas y los aztecas; pero fueron muy buenos constructores de carreteras, puentes y edificios. Además desarrollaron su propio sistema de irrigación y la construcción de terrazas de la tierra para ayudar a la producción de sus cosechas.

Uno de los aspectos de los incas bastante bien conocido fue su sistema de comunicación. Ellos inventaron un sistema de cordones y nudos para decir y transmitir simples ideas. El sistema fue conocido como "quipu",

Los edificios construídos por los incas fueron maravillosas estructuras de piedra. No eran muy ornamentodas (adornadas). Uno de sus trabajos más impresionantes fue el fuerte de Machu Pichu, localizado al lado de su ciudad capital, Cuzco.

Los incas creían en un dios supremo y creador al cual llamaban "Viracocha" y tenían un templo especial en honor a él en Cuzco. Se cree que solamente la clase alta adoraba su dios, mientras que las otras clases sociales continuaban adorando las figuras legendarias y mitológicas del pasado.

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MAYA INDIANS

(FIRST ACTIVITY a.)

a Mayan home

shield

war club

feather fan

chief's costumes

women's costumes

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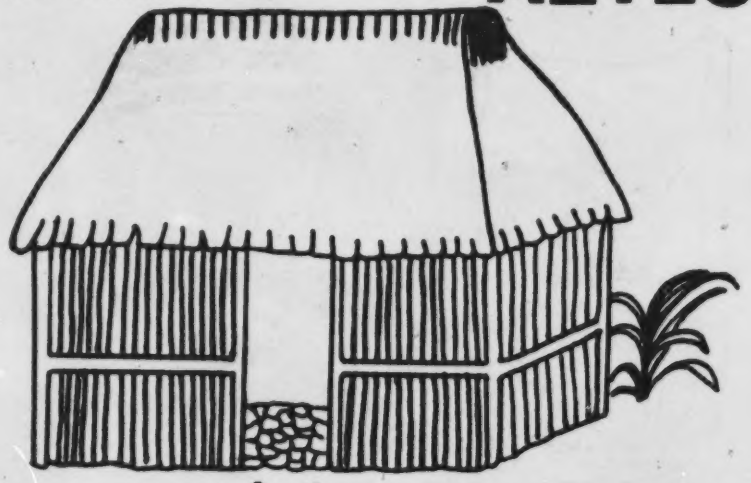
(FIRST ACTIVITY b.)

AZTEC INDIANS



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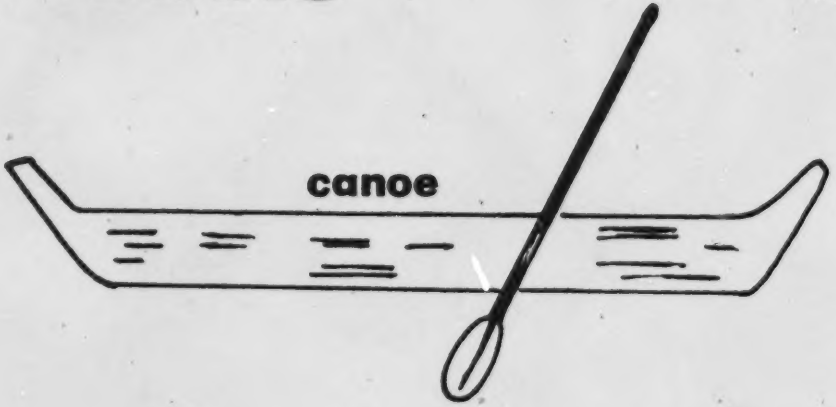

canoe

warrior's feather headdres

women's costumes

shield

lance

war club

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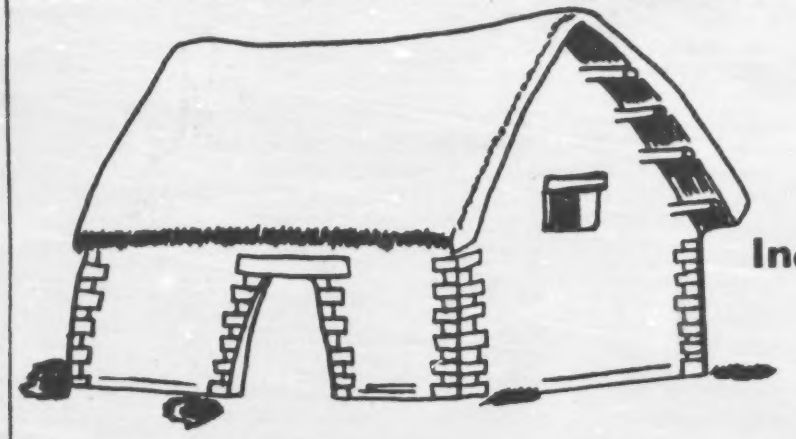
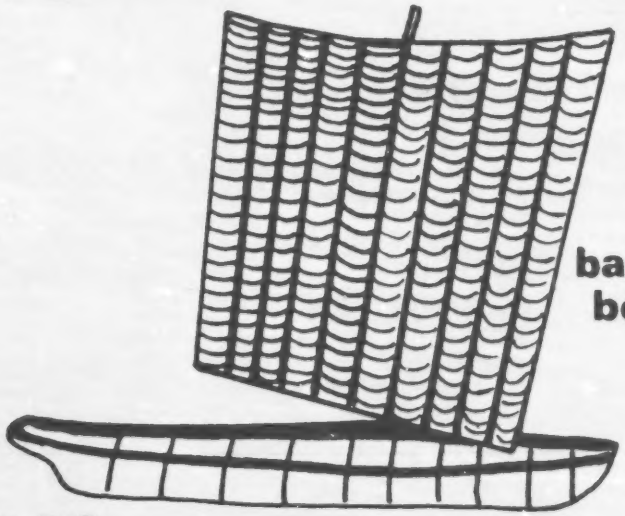
(FIRST ACTIVITY c.)

INCA INDIANS

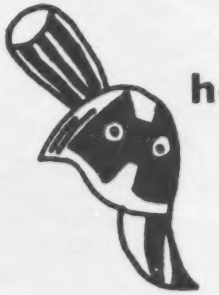


Inca home



balsa boats

INCA COSTUMES



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SECOND ACTIVITY FOR SKILL I

The children will do the following exercise to test their comprehension of the reading selection.

Instrucciones: Haz una marca alrededor de la palabra o frase que completa la oración.

1. Los mayas se establecieron en:
   a. La Península de Yucatán, Guatemala, Honduras y El Salvador
   b. Perú, Bolivia y Ecuador
   c. Guatemala y Tenochtitlán

2. Antes de los mayas establecerse en una región ellos probablemente fueron:
   a. usados como esclavos
   b. agricultores
   c. nómadas

3. La base de la dieta maya era:
   a. los vegetales
   b. la tortilla
   c. el maíz

4. Los conquistadores españoles se sorprendieron con la arquitectura maya y se maravillaron con:
   a. el tamaño de sus edificios y esculturas
   b. la forma de como ellos pudieron trabajar en las grandes piedras
   c. la altura de muchas de sus estructuras

5. Los aztecas se establecieron en:
   a. el este de Chile
   b. Méjico
   c. Perú y Guatemala

6. Una "chinampa" es:
   a. una isla flotante
   b. un edificio construído por cañas y balsas
   c. una de las comidas favoritas de los aztecas

(SECOND ACTIVITY CONTINUED)

7. El "pulque" es:
   a. una bebida mejicana
   b. un tipo de animal
   c. el nombre de un dios azteca

8. La religión de los aztecas requería de ellos que:
   a. no comieran carnes, solo vegetales
   b. hicieran sacrificios humanos en honor a sus dioses
   c. pelearan muchas guerras

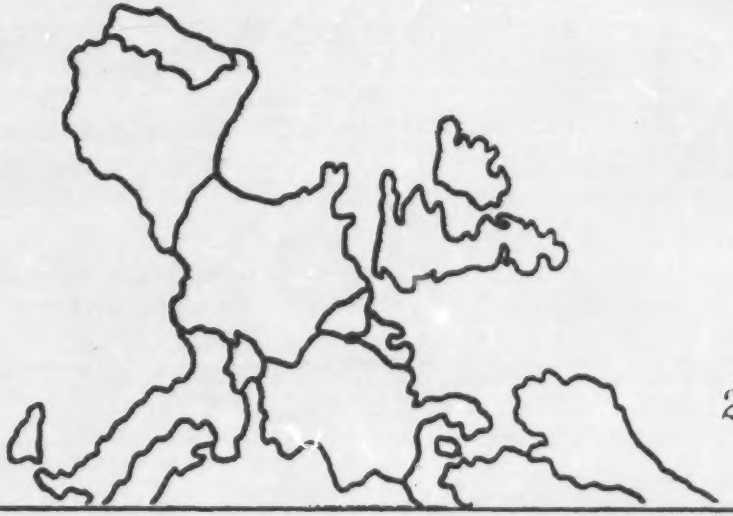
9. "Quechua" es otra palabra para:
   a. los sacrificios aztecas
   b. el pueblo inca
   c. el sistema de comunicación inca

10. Los puentes, edificios y muchas carreteres fueron muy bien construídas por los:
    a. mayas
    b. incas
    c. aztecas

11. Un "quipu" es:
    a. el sistema de comunicación usado por los incas
    b. el dios principal de los incas
    c. una clase de juego jugado por los incas

12. La capital del Imperio Inca era:
    a. La Paz
    b. Machu Pichu
    c. El Cuzco

(SECOND ACTIVITY)



THIRD ACTIVITY FOR SKILL I	The teacher can ask the children the following question and they will write a short essay utilizing their answers. ¿Cómo comparan los incas, mayas y aztecas en cuanto a modos de vida, costumbres, y religión? (Da ejemplos)
FOURTH ACTIVITY FOR SKILL I	The children will research these three groups of Indians to find out how they dressed and what types of homes they lived in. Then they can draw pictures of what they find out to put on display on the bulletin board.
FIFTH ACTIVITY FOR SKILL I	The children will make 16 playing cards on which they will draw certain aspects of the Latin American Indians, the North American Indians, and the Taino Indians. Pictures on the cards could include such things as foods, buildings, ways of dress, methods of transportation, weapons, etc. All sixteen of these cards will be different and then there will be a duplicate of each one made, to make a total of 32 cards. When the children are finished drawing they will play a matching game with the cards. All the cards will be shuffled and placed front-down on a table or floor. Only two players can participate at one time. The player who goes first will turn up one card and then another. If he does not turn up matching cards, he will turn them face-down again and the second player will take his turn. Whenever a player correctly matches two cards, he may remove the cards and keep them for points; and whenever a player does match two cards he may take another turn before the other player does. The player with the most cards at the end of the game is the winner.

SIXTH ACTIVITY FOR SKILL I	The children will make puppets or dolls of different Indians they have learned about (Latin American, North American, Taino). Then, they will perform a skit using as many aspects of their Indians' lives as they can, such as tribal organization, hunting or farming, eating, or the life at home.

CRITERION: The children will be able to compare all three Latin American tribes' religions, location, and major way of life giving at least three contrasts of each.

UNIT IV: EUROPE

SKILL A: To understand the relationship of population growth to economic growth.

SKILL B: To understand and explain how the Industrial Revolution brought about economic change.

SKILL C: To observe and recognize the many various physical differences within the European continent.

SKILL D: To name and locate the major European products and to name the sources of livelihood of each European country.

SKILL E: To be able to observe and recognize the varied types of climate in Europe and the major areas of population.

SKILL F: To observe and differentiate aspects of the different countries and cultures in Europe.

SKILL G: To understand the importance of Europe's contributions to society.

SKILL A: To understand the relationship of population growth to economic growth.

VOCABULARY:
supply
demand
production
economic
expansion
surplus
standard of living
medical facilities
immigration
export
import

FIRST ACTIVITY FOR SKILL A

The teacher and the children will discuss population growth and its relationship to economic growth. The teacher will ask the children to observe and record how much milk is consumed at home considering the number of family members. The children will then observe how much milk is consumed during the lunch period in the school considering the number of children. The children will write down their observations and compare the relationships.

SECOND ACTIVITY FOR SKILL A

Definition of terms useful for this unit:

Economic growth: Explain to the children using Activity I the definition of economic growth, i.e., the more milk that is needed determines the number of milking cows a farmer must increase his herd.

Supply: Explain to the children that supply indicates how much of a particular product is available, i.e., how much milk is available to be sold, or how many pencils are in the classroom.

Demand: Demand indicates not how much is available, but rather how many people want a particular product. For instance, there were 100 children eating lunch in the cafeteria and the supply of milk was 100 cartons, but only 75 children wanted milk. This shows us that the demand for milk was less than the supply. However, if there were 100 children in the cafeteria and only 75 cartons of milk, and all 100 children wanted milk, the demand would be more than/greater than the supply. Not all children who demanded milk would get it because the supply was not large enough.

Production: The making or producing of materials, i.e., the production of milk on a farm.

Expansion: Expansion means to grow or to expand. As a farmer buys more cows to produce more milk, he must expand his work force. He must hire more people to milk the cows.

Standard of Living: Standard of Living refers to the minimum amount of necessities/comforts essential to maintain a person to which he is accustomed.

Medical facilities: Hospitals, clinics, doctors, medical specialists.

Export: When products are abundant in a country/when supply is greater than demand within a country, materials can be shipped out and sold in other countries where the supply is needed.

Import: When demand for a product exceeds the supply, or when the product is not produced in that country, the country must buy those goods from other countries; they must ship the products into their country.

Immigration: People traveling to another country in order to live there.

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THIRD ACTIVITY FOR SKILL A

The teacher may give the children a handout sheet to read about why economic growth is related to population growth. The following reading, "La Relación Entre el Aumento de la Población y el Crecimiento de la Economía," could be used to initiate a discussion in the classroom.

LA RELACION ENTRE EL AUMENTO DE LA POBLACIÓN Y EL CRECIMIENTO DE LA ECONOMÍA

El crecimiento de la economía y el aumento de la población tienen una relación uno con el otro. Cuando la población de un país crece, su economía debe crecer también para mantener el número de gente en el país. En otras palabras, la economía debe crecer para que pueda proveer para todas las necesidades a toda la gente del país. Por ejemplo, mientras más niños tomen leche a la hora de almuerzo, significa que más leche tiene que comprarse a las lecherías. Cuando más productos se necesiten, más necesidad tiene un país de expandir su economía. Por ejemplo, se tienen que construir más fábricas, tiendas y proyectos de hogares. O si no, agrandan las fábricas, fincas y compañías que ya existen en el país. El agricultor tendría que comprar más vacas lecheras. Cuando crece la población se dice que hay una gran demanda de cosas necesarias y servicios. "Las provisiones" se refieren a la cantidad de productos que el país produce. Cuando la demanda es mayor que las provisiones, ésto quiere decir que el país necesita más productos que los que produce. Cuando ésto ocurre, los precios aumentan porque no hay suficientes provisiones. Del mismo modo, cuando las provisiones llegan a ser más grandes que la demanda, tenemos lo que se llama un "exceso" de provisiones que las necesidades que tenían las personas. Cuando ésto ocurre, se debe exportar el exceso de provisiones o si no, los productos se perderían, como por ejemplo la comida. Cuando hay más bienes que lo que el país necesita, los precios de estos bienes bajan para que los fabricantes puedan vender las cosas más fácil y rápidamente antes de que se dañen.

Una de las razones por la cual la economía crece cuando la población aumenta es que hay más gente que puede hacer el trabajo en las fábricas, tiendas, y en las fincas. Por eso, las compañías deben expandirse para acomodar el crecimiento de la fuerza trabajadora.

Hemos visto como el aumento de la población afecta el crecimiento económico de un país. Ahora vamos a ver como el crecimiento de la economía puede influir directamente al aumento de la población.

Usualmente cuando la economía de un país llega a ser más avanzada, también las facilidades médicas se hacen mejores. Esta mejora en las facilidades médicas y en el nivel de vida en general pueden resultar en una disminución de la proporción anual de muertes de un país y a la misma vez disminuye el porcentaje de mortalidad infantil; y por eso, un aumento en la población entera.

Un país con un alto nivel de vida (o una economía avanzada) puede atraer a la gente y hay una posibilidad de que ocurra algún grado de immigración a ese país, lo cual al final podría traer un aumento en la población. Por ejemplo, en un país como los Estados Unidos donde hay un nivel de vida bastante alto, hay un alto grado de immigración (hacia el país). Esto ocurre porque el modo de vivir de algunos americanos les atrae a algunas personas que viven en esas sociedades que son menos afortunadas que los Estados Unidos, ya que la oportunidad de hacer una mejor forma de vida es mayor en los Estados Unidos que en su país.

FOURTH ACTIVITY FOR SKILL A

After reading the selection on the relationship of economic growth to population growth, the teacher can initiate a discussion and thinking (or speculation) on the part of the students by asking them questions such as the following, for example:

1. ¿Qué quiere decir "provisiones" y "demanda"?
2. ¿Por qué hay una mayor "demanda" cuando la población de un país aumenta?
3. ¿Qué sucede a la economía cuando la población de un país aumenta?
4. ¿Cómo crece la economía? (La construcción o expansión de compañías provee productos necesarios a la gente.)
5. ¿Qué sucede si "las provisiones" llegan a ser mayores que "la demanda"?
6. ¿Qué tú crees sucedería si un país no puede (a causa de, por ejemplo, sobrepoblación) proveer para la demanda de su población?

CRITERION: The students should be able to define the vocabulary words using an example at 90% accuracy. They should also be able to write out the answers to the questions stated in Activity 4, for example, if the teacher were to issue them to the students as a comprehension exercise or quiz.

FIFTH ACTIVITY FOR SKILL A

An excellent learning experience for the children would be to create their own economy. Over a period of a week or two, have the children sell two or three items (i.e., bake sale items, pencils, candy, apples, etc.) to the whole school during a portion of their day. They are to count every item that is bought and sold. Over the course of a week, they will begin to see the concepts of supply and demand at work, surplus of goods, production, export (the selling back of surplus materials to the store), import (having to buy materials from a store), and expansion (the need to expand their selection thus, their business). Business meetings may be held after every sale to discuss (using their new vocabulary words), what type of sales they had, how it affected their economy and how they can utilize their profits, if any.

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SKILL B: To understand and explain how the Industrial Revolution brought about economic change.

VOCABULARY: Industrial Revolution
industrialization
capitalism
spinning jenny
steam engine
mass production
child labor
unemployment
tenement houses
electric generators
assembly line

FIRST ACTIVITY FOR SKILL B

The children will see how an assembly line works and will make booklets to observe an assembly line process. Each child will be responsible for one job on every book. The materials will start at one end of the line and will be a finished product when they reach the other end of the line.

Place the desks in a row with the necessary working materials in front of the workers. The children will stand at their desks and pass materials to the right. The teacher will appoint certain children to do certain jobs according to their ability.

APPOINT CHILDREN FOR THE FOLLOWING JOBS:

1. Page counter - 10 pages to each book
2. A numberer - to place numbers on each page
3. A gluer - to glue pictures on the first page
4. A stacker - to straighten papers
5. A cover folder - to fold cardboard
6. An arranger - to put pages inside the cover
7. A puncher - to punch two holes through the book
8. A fastener - to put paper fasteners in the holes
9. A clincher - to fasten the fasteners tight
10. A titler - to letter the name on the outside of the book
11. A book stacker - To stack finished books in even stacks.

(FIRST ACTIVITY CONTINUED)

The children could double-up on some of these jobs; or new ones could be created to accommodate the class size. The booklets can be used in this unit to contain information on an assembly line, the Industrial Revolution reading paragraph (see Activity 2 in this unit), pictures of various inventions, etc. For example, on the first page of the booklet, the children could list all of the processes involved in making the booklets.

SECOND ACTIVITY FOR SKILL B

The teacher will initiate a discussion with the students to find out their opinions of the preceding activity. She will then ask a key question, "¿Es éste un modo efectivo de producción? ¿Podría mejorarse? ¿Qué tú podrías inventar para hacer nuestro sistema de máquinas más efectivo?" She will then invite the students to read orally the selection, "The Industrial Revolution". After the key question has been answered, the teacher can ask other questions to initiate a class discussion.

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LA REVOLUCION INDUSTRIAL

Por muchísimos siglos la mayoría del trabajo se hacía a mano. Aunque los hombres tenían herramientas, por lo general tenían que usar sus propias músculos cuando trabajaban. Hace dos siglos un gran cambio empezó a suceder. Las máquinas empezaron a sustituir los puestos de los trabajadores. Este periodo de cambio se llama la Revolución Industrial.

La revolución empezó en Inglaterra. Comenzó con la industria del hilar y del tejido. Hasta el 1770 la hilandería y la tejería se hacían realizar de casi la misma manera que se había hecho por 3,000 años atrás. En 1770 la máquina de hilar fue inventada Con este invento un solo hombre podía hacer el trabajo de ocho hombres.

Pronto, había mejores aparatos de hilar, algunos de los cuales funcionaban por la energía hidráulica. Más tarde había muchos telares que funcionaban por la fuerza hidráulica también. Luego vino la máquina de vapor. Una máquina de vapor se había inventado casi 2,000 años antes. Más tarde James Watt inventó una maquina de vapor que podía operar otras máquinas. Las máquinas para hilar y tejer ya no tenían que estar situadas cerca de ríos porque las máquinas de vapor podían emplearse en cualquier sitio. El uso de las máquinas se extendía a otras industrias y por fin a otros países. A primera vista parecería que todo el mundo estaría alegre que el trabajo se hiciera más fácil. Sin embargo, la venida de las máquinas causó que muchos hombres fueran dejados sin trabajo. El porcentaje de desempleo subió mucho. Si un hombre con una máquina grande podía hacer el trabajo de cien hombres, entonces noventa y nueve hombres tenían que encontrar otro método de ganarse la vida. Hubo motines, y los trabajadores trataron de destruir violentamente las máquinas que les estaban robando sus trabajos. Antes de la venida de la máquina, muchos trabajadores hacían sus trabajos en casa. Sin embargo, las grandes máquinas operadas por la fuerza hidráulica o las máquinas de vapor no podían ser usadas en las casas de la gente. Por eso, las fábricas crecieron. Con ésto, las casas de vecindad se construyeron cerca de las fábricas. Los trabajadores estaban apiñados en estas casas de vecindad.

Otro mal efecto de la venida de la máquina fue el empleo de los niños como obreros en las fábricas. Se empleaba a los niños porque se les podía pagar menos dinero que a los adultos. Fue común que los niños trabajaran en las fábricas por 12 a 14 horas por día. Muchos de estos niños eran maltratados muy brutalmente. Las mujeres también eran empleadas en las fábricas porque se les podía pagar menos que a los hombres.

Cuando un hombre trabajaba a su propia manera, sería lógico que tuviera orgullo de su trabajo. Pero si un hombre operaba una máquina, no podía seguir con sus propias ideas. Este es otro mal, efecto de la venida de la máquina.

Había también el peligro de accidentes con las máquinas - mucho más peligro que con las herramientas de mano. Algunos de estos malos efectos no tenían porqué ser. Se habían hecho muchas cosas para corregir estos malos efectos. Hay ahora, por ejemplo, leyes que protegen los niños y se prohibe que trabajen en las fábricas. Hay leyes que protegen a los obreros adultos también. El trabajo en las fábricas hoy día es muy diferente al del trabajo en las fábricas del pasado.

Había, claro, buenos beneficios de la Revolución Industrial. Las máquinas fueron el fin del trabajo pesado. Los productos manufacturados, además, se podían hacer más baratos y en cantidades mucho más grandes que antes. Las cosas que solo los reyes y las reinas podían tener antes, ahora podían ser compradas por casi cualquier persona. Muchas de nuestras comodidades de hoy día no serían posibles sin las máquinas. No podemos, por ejemplo, tener las luces eléctricas si no existieran grandes generadores eléctricos. Nadie querría regresar hoy día a los días antes de la Revolución Industrial.

THIRD ACTIVITY FOR SKILL B

The teacher can give the students a multipl-choice comprehension exercise to test their knowledge of the causes of the Industrial Revolution and some of the changes it brought about. For example:

Directions: Subraya la palabra o frase que mejor completa la oración.

1. La Revolucion Industrial comenzó en _____.
   a. Francia (en 1775)
   b. Inglaterra (entre 1770 y 1825)
   c. Europa (entre 1685 y 1725)

2. Algunos de los inventos que se hicieron al principio de la revolución Industrial son _____.
   a. el telar, el telescopio, el termómetro
   b. la imprenta, el paracaídas, el motor Diesel
   c. la máquina de hilar, la máquina de vapor, un telar que funcionaba por fuerza hidraúlica

3. Los niños estaban empleados en las fábricas porque _____.
   a. eran más pequeños que los adultos y cabían más fácilmente en la fábrica
   b. se les podía pagar menos dinero que a los adultos
   c. no había escuelas y por eso, tenían que trabajar.

4. Con el comienzo de la Revolución Industrial el trabajo cambió de _____ a _____.
   a. trabajo manual (trabajo hecho por las manos); trabajo hecho por máquina
   b. fuerza hidráulica; fuerza de vapor
   c. fuerza de vapor; trabajo hecho por máquina

5. La producción en masa (extensa) es _____. (Puedes tomar tiempo necesario para pensar esta pregunta.)
   a. cuando los productos son producidos en cantidades muy grandes
   b. cuando todos los productos son hechos en una fábrica grande solamente
   c. el tipo de máquina que se ha empleado para hacer mayor cantidad de productos

FOURTH ACTIVITY FOR SKILL B

The teacher will ask the children to individually research an invention, by a European, that is of interest to them. She can then ask that they give an organized oral presentation of their findings. The teacher should give the students the opportunity to be as creative as possible with their reports. For example, the teacher may suggest to them different ideas of ways in which they can present their reports, (i.e., with drawings of the invention, with a home-made simulation of the invention itself, two students can do a skit suggesting how the idea for the invention came about, the student may write his report out on construction paper that has been cut into the shape of the invention, etc.). The teacher should urge the students to be creative in their presentations and should offer them as many suggestions as possible. They should state how the invention changed their way of life.

INVENTIONS FROM EUROPE

1. Barometer/Evangelista Torricelli/Italy, 1643
2. Bessemer converter/Sir Henry Bessemer/England, 1856
3. Bicycle/Kirkpatrick MacMillen/Scotland, 1839
4. Canning/Francois Appert/France, 1804
5. CinemaScope/Henri Chretien/France, 1931
6. Clock, pendulum/Christian Huygens/Netherlands, 1656
7. Diesel engine/Rudolf Diesel/Germany, 1892
8. Dynamite/Alfred Nobel/Sweden, 1862
9. Electromagnet/William Sturgeon/England, 1825
10. Electric Generator/Michael Faraday/England, 1831
11. Locomotive Steam/Richard Trevithick/England, 1804
12. Match, friction/John Walker/ England, 1827
13. Microscope, compound/Zacharias Janssen/Netherlands, 1590
14. Papermaking Machine/Louis Robert/France, 1798
15. Parachute/Francois Blanchard/France, 1785
16. Photography, black and white/Louis Daguerre/France, 1839
17. Photography, color/Gabriel Lippman/France, 1891
18. Printing Press/John Gutenberg/Germany, 1450
19. Radio/Guglielmo Marconi/Italy, 1895
20. Safety Lamp/Sir Humphry Davy/England, 1816
21. Spinning Jenny/James Hargreaves/England, 1764
22. Steam Engine/James Watt/Scotland, 1765
23. Tank,military/Sir Ernest Swinton/England, 1914
24. Telescope/Hans Lippershey/Netherlands, 1608
25. Thermometer/Galileo Galilei/Italy, 1593
26. X-Ray Machine/Wilhelm K. Roentgen/Germany, 1895

FIFTH ACTIVITY FOR SKILL B

The children could take a trip to a factory to see the process of mass production, write down assembly line procedures, and notate in their books.

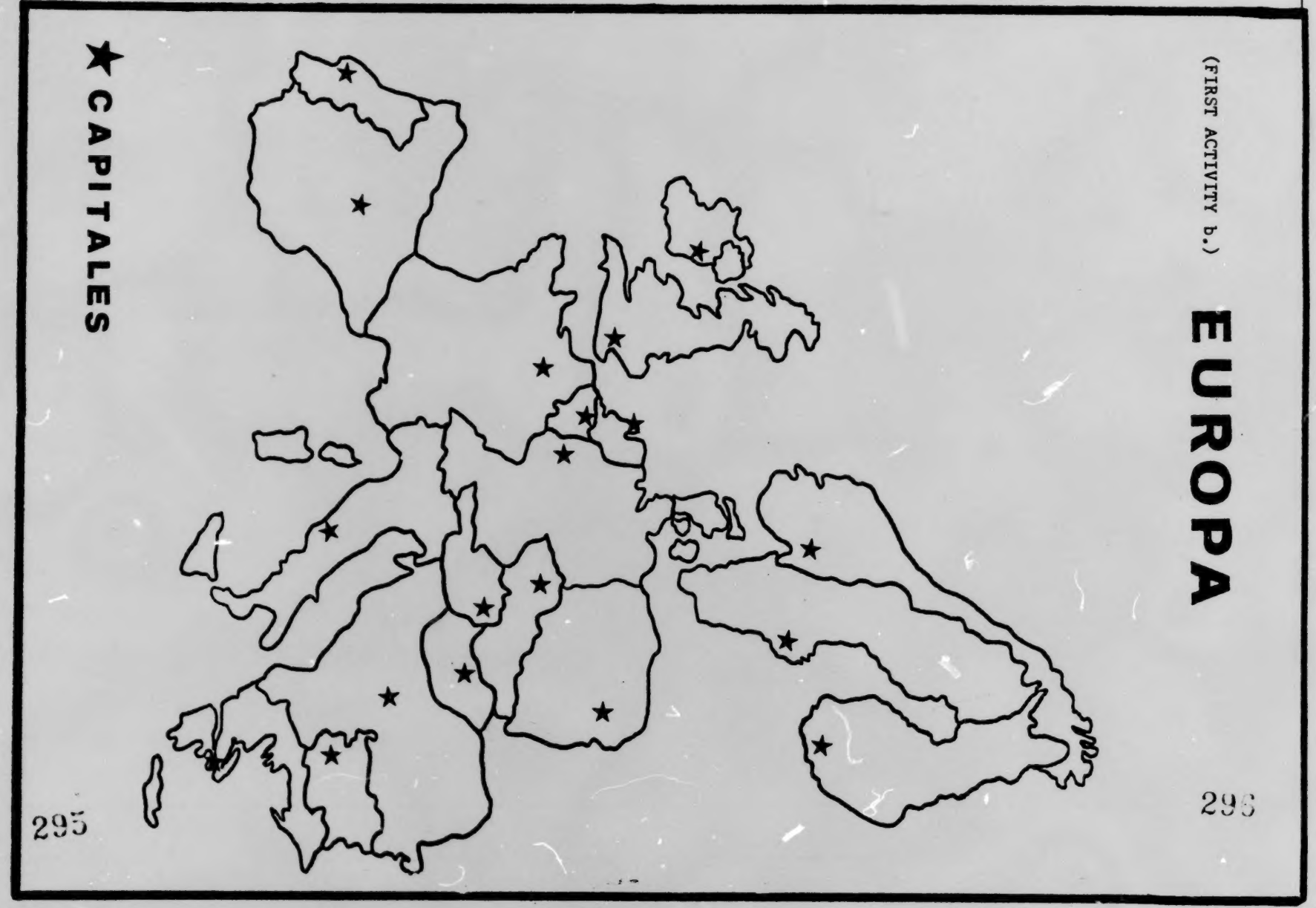
CRITERION:	The children should be able to state when and where the Industrial Revolution took place, list at least three inventions of the Industrial Revolution, and name at least three advantages of the revolution and three disadvantages of it.

SKILL C: To observe and recognize the many various physical differences within the European continent.

VOCABULARY: capitals
countries
"septentrional"
"meridional"

FIRST ACTIVITY FOR SKILL C

To augment the childrens' map skills, the teacher should review (using different maps), such elements as population, capital cities, rivers and water and land boundaries. A different map may be used to demonstrate each element. The teacher should encourage the children to learn the name of each European country and its capital.


★ CAPITALES
(FIRST ACTIVITY b.)
EUROPA
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(FIRST ACTIVITY c.)

FIRST ACTIVITY a.)

EUROPA

SECOND ACTIVITY FOR SKILL C

The teacher can provide the students with a crossword puzzle. A map may be used for reference if needed. A sample crossword puzzle would be one like this:

HORIZONTAL

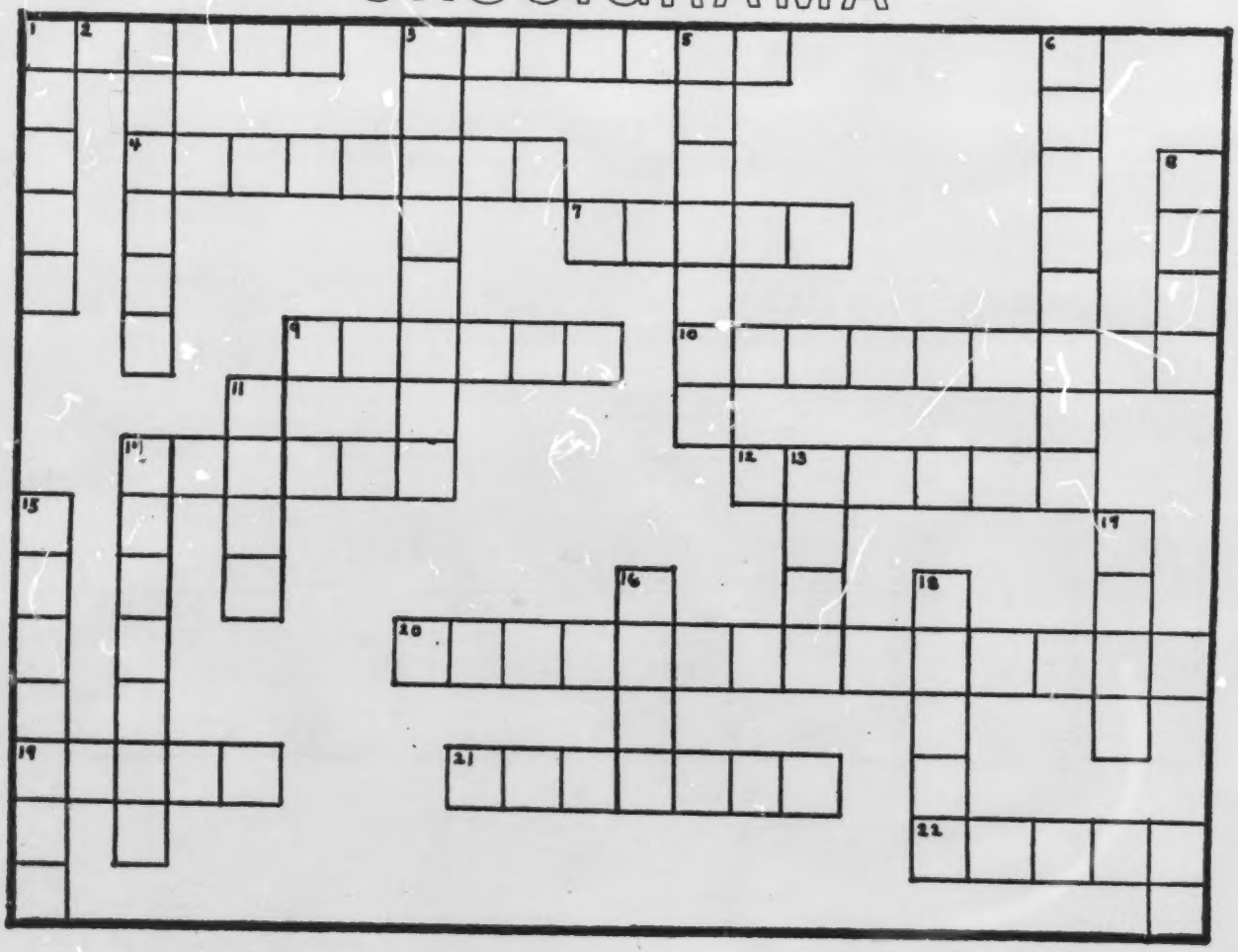
1. El país al este de Noruega y al oeste de Finlandia.
3. Un país sin costa (completamente rodeado por tierra) en el centro de Europa.
4. Las montañas que forman la frontera entre España y Francia.
7. La capital de Checoslovaquia.
9. Una ciudad importante en la porción sureste de Alemania (Occidental)
10. El único país que sirve de una frontera septentrional a Alemania.
12. El país cuya forma parece una bota.
14. La capital de Portugal.
19. Una isla al sur de Grecia.
20. Praga es la capital de _____.
21. El Río Sena está en este país.
22. La capital de Bulgaria.

VERTICAL

1. Un país pequeño al noroeste de Italia.
2. Portugal es uno de sus vecinos.
3. Un país que está dividido en Este y Oeste.
5. Su capital es Dublín.
6. El país al sur de Rumania y al este de Yugoslavia.
8. La capital de Italia.
11. Una ciudad noruega (capital).
13. Un río de España, que empieza en Lisboa, Portugal.
14. La capital de Inglaterra.
15. La parte norte de Gran Bretaña.
16. La capital de Alemania (Occidental).
17. Un río que pasa por Alemania y por Holanda.
18. Una sección occidental de Gran Bretaña.

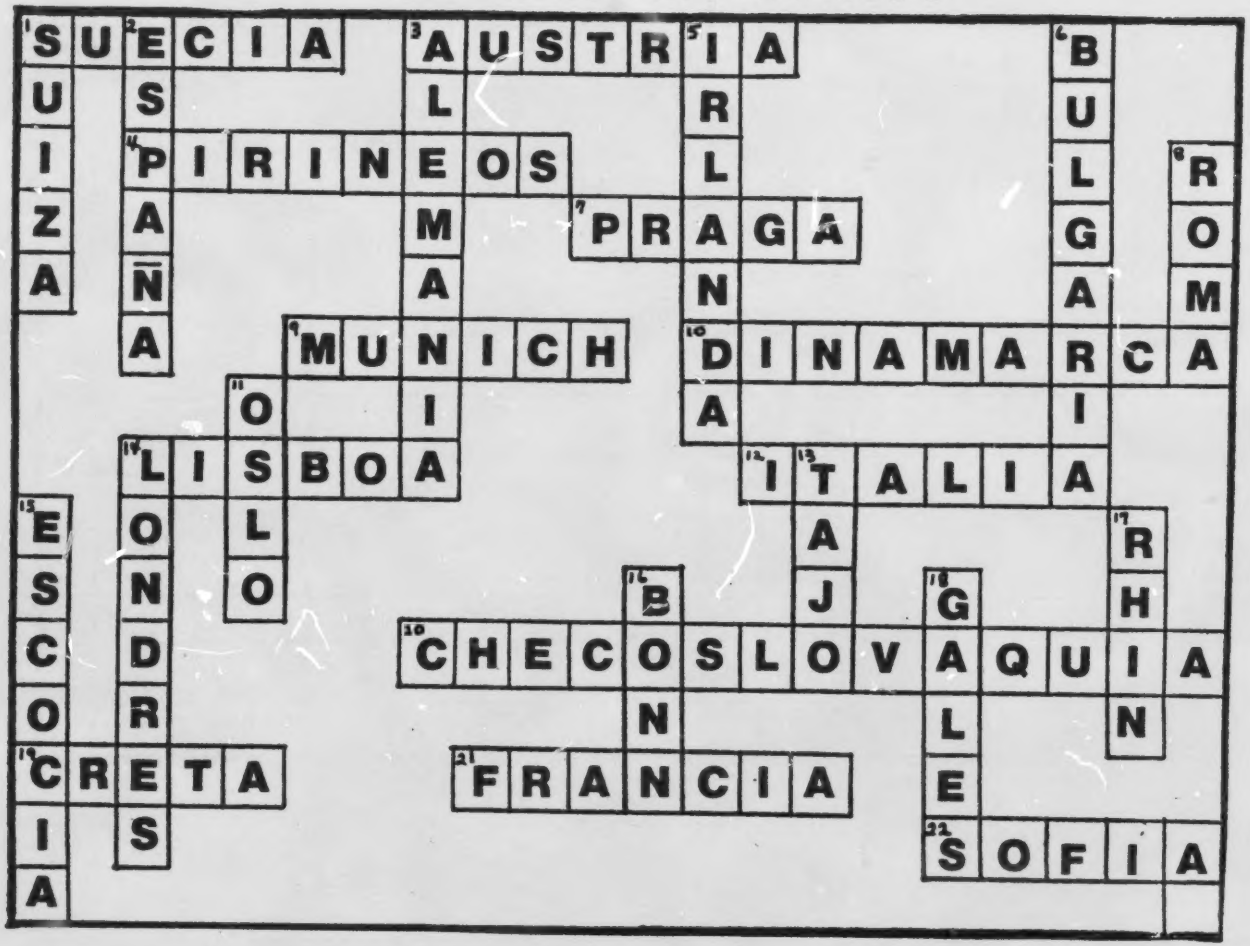
(SECOND ACTIVITY a.)

CRUCIGRAMA



(SECOND ACTIVITY b.)

CRUCIGRAMA



THIRD ACTIVITY FOR SKILL C

The teacher may give the students a quiz that would ask very general questions after asking the students to study their maps. A sample quiz:

Marca con una x los cuadros que están al lado de las contestaciones a las preguntas.

1. ¿Qué países no tienen costas?

- ☐ Yugoslavia
- ☐ Suiza
- ☐ Rumania
- ☐ Austria
- ☐ Hungria
- ☐ Noruega
- ☐ Suecia
- ☐ Luxemburgo
- ☐ Alemania
- ☐ Checoslovaquia

2. ¿Qué países tienen frontera con el Mar Mediterráneo?

- ☐ Portugal
- ☐ Bélgica
- ☐ Grecia
- ☐ Turquía
- ☐ Polonia
- ☐ Italia
- ☐ Bulgaria
- ☐ España
- ☐ Francia
- ☐ Yugoslavia

3. ¿En cuáles países están los Alpes?

- ☐ Polonia
- ☐ Francia
- ☐ España
- ☐ Italia
- ☐ Suiza
- ☐ Austria
- ☐ Bélgica
- ☐ Hungría

4. ¿Qué países son países escandinavos?

- ☐ Noruega
- ☐ Alemania
- ☐ Suecia
- ☐ Gran Bretaña
- ☐ Dinamarca
- ☐ Rusia

(THIRD ACTIVITY CONTINUED)

5. ¿Cuál de los siguientes están en las Islas Británicas?

- ☐ Inglaterra
- ☐ Escocia
- ☐ Francia
- ☐ Rumania
- ☐ Gales
- ☐ Finlandia
- ☐ República Irlandesa
- ☐ Luxemburgo
- ☐ Irlanda del Norte
- ☐ Albania

6. ¿Cuáles cuatro países son los más meridionales?

- ☐ España
- ☐ Polonia
- ☐ Grecia
- ☐ Portugal
- ☐ Dinamarca
- ☐ Italia

7. ¿Qué países están en el este del continente?

- ☐ Hungría
- ☐ Bélgica
- ☐ Bulgaria
- ☐ Finlandia
- ☐ Francia
- ☐ Checoslovaquia
- ☐ Holanda
- ☐ Polonia

8. ¿Qué países tienen frontera con el Mar del Norte?

- ☐ Bretaña
- ☐ Polonia
- ☐ inamarca
- ☐ Bélgica
- ☐ Noruega
- ☐ Alemania
- ☐ Holanda
- ☐ Rusia
- ☐ Suecia
- ☐ Finlandia

FOURTH ACTIVITY FOR SKILL C

The teacher can provide a large size map for the classroom (one the size of a mural) and assign the children to do certain tasks to complete the mural. For example, the students can cut out figures from construction paper to represent such things as capital cities, mountain ranges and rivers, etc. Some of the students can write in the names of such things as rivers, cities and countries, mountains, etc.

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FIFTH ACTIVITY FOR SKILL C

The teacher can divide the students into two groups or teams. Each team member will be given a clue of a particular country; i.e., which country lies north of Germany? What country is west of Spain? In which country do most of the Alps lie? If the country named is the correct answer, a point is given to that team. If an incorrect answer is given, the other team gets a chance to answer the question correctly and gets a point if they do so. The team with the most points wins the game.

CRITERION: Given a blank map with a letter placed in each European country and stars for their capitals, the students should be able to give the names of each country and its capital, and they should be able to locate and state at least one major river and mountain range.

SIXTH ACTIVITY FOR SKILL C

The teacher can cut out the shapes of each country from a very large sheet of oaktag and put numbers and letters on each shape to represent various physical characteristics of the countries. Then she can duplicate this activity, so that the shapes can be distributed among two teams formed in the classroom. Each team will be given the instructions that they must in some way organize themselves so as to be able to write in the appropriate characteristic next to the letters and numbers. Then they must place their shapes on the floor and arrange them the way they should appear (like a puzzle) as a continent. Each team will be judged on both accuracy and on timing. The team who finishes first will be given 50 points, the one who finishes last - 40 points. There should be twenty-five total items to name on the shapes of the countries, each of which should be worth two points, making the total score available 100 points.

SKILL D: To name and locate the major European products and to name the sources of livelihood of each European country.

VOCABULARY:

"cerdas"	"cebada"
"industria"	"trigo"
"maderera"	"maíz"
"hierro"	"arroz"
"cobre"	"oleos vegetales"
"aluminio"	"papas"
"zinc"	"vino"
"plomo"	"tabaco"
"carbón"	"ganado vacuno"
"azufre"	"ovejas"
"plata"	"petróleo"
"avena"	

FIRST ACTIVITY FOR SKILL D

The teacher can secure a large map of the European countries and can cut out symbols of the various products that can be found on the continent. She can then put all the cut-out symbols in a box and ask each child to pick out one of the cut-outs and then to tape it to the map in an appropriate location. The process can be repeated until all the cut-out symbols have been used up.

SECOND ACTIVITY FOR SKILL D

Each child can be assigned a product and then be asked to do some research on that product. He/she will then write a short report on the product that was researched, telling the importance of the product, in what way it is used, in what country(ies) it can be found, and what types of conditions have to be present for that product to be produced.

CRITERION: The children will name and locate on a blank European map the major source of livelihood of each European country.

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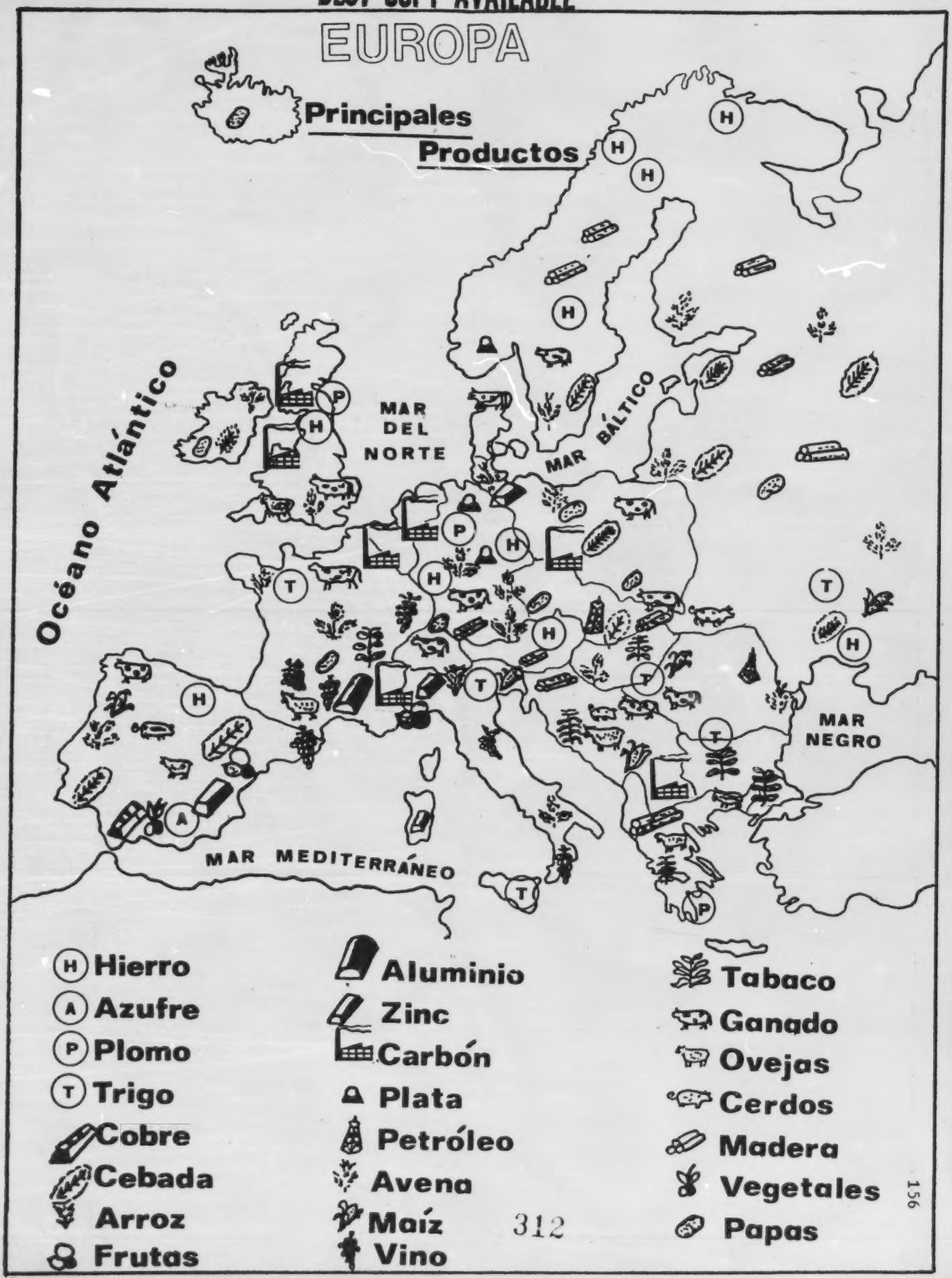
EUROPA



LISTA DE LOS PAÍSES EUROPEOS Y SUS PRODUCTOS PRINCIPALES

Islandia: papas
Irlanda del Norte: avena
Irlanda: cebada, papas
Inglaterra: ganado vacuno, avena, carbón, ovejas, hierro
Escocia: plomo, carbón
Noruega: hierro, plata
Suecia: industria maderera, hierro, ganado vacuno, avena, cabada
Finlandia: avena, industria maderera
Portugal: cebada, avena, maíz
España: ganado vacuno, cerdos, ovejas, hierro, cobre, óleos vegetales, azufre, zinc, frutas, cebada, vino
Francia: avena, trigo, ganado vacuno, carbón, vino, papas, tabaco, aluminio, ovejas, frutas
Italia: frutas, zinc, arroz, trigo, maíz, vino
Suiza: ganado vacuno
Austria: ganado vacuno, industria maderera, hierro, avena
Belgica: carbón
Holanda: ganado vacuno
Alemania: cerdos, avena, papas, zinc, cobre, plata, hierro, plomo, ganado vacuno
Polonia: ganado vacuno, papas, avena, cebada
Checoslovaquia: carbón, petróleo, cebada, ganado vacuno, papas, industria maderera
Hungría: avena, tabaco, trigo
Yugoslavia: ganado vacuno, cerdos, ovejas, tabaco, maíz, carbón, industria maderera
Grecia: ovejas, tabaco, plomo
Rusia: industria maderera, avena, cebada, papas, trigo, maíz, hierro
Bulgaria: tabaco, maíz, ovejas
Rumanía: trigo, ganado vacuno, petróleo, avena

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SKILL E: To be able to observe and recognize the varied types of climate in Europe and the major areas of population.

VOCABULARY: climate
weather

FIRST ACTIVITY FOR SKILL E

The students can, after studying maps on climate, give "climate reports". The teacher will assign each child a country and he/she will research that country's climate and make up symbols for the type of climate found within the country. Cut-out symbols, magic markers, or crayons may be used for this exercise. The teacher will ask each student to demonstrate, on a blank map of his country, what the climate is like in that country by taping his symbols to the map and by placing color where it should appear.

SECOND ACTIVITY FOR SKILL E

The teacher will ask a question like, ¿A qué atribuirán ustedes la gran concentración de gente en Madrid? Then the students should be given the chance to answer the question. She can also ask questions such as, "¿Dónde hay la mayor distribución de gente (población) en las Islas Británicas?" "¿Dónde se encuentra la mayor concentración de gente en Yugoslavia?" "¿Por qué?"

CRITERION: The children should be able to state the difference between weather and climate.

SKILL F: To observe and differentiate aspects of the different countries and cultures in Europe.

VOCABULARY: cultural differences
compare
contrast
embassy
"travelogue"

FIRST ACTIVITY FOR SKILL F

The teacher will provide the students with a general outline (on the board so that they can copy the information) of the European countries with regards to: government, economy, way of life, education, language, music, and art. This can be augmented through the use of filmstrips, films, pictures, books, etc. The teacher may want to encourage the students to look up additional information that they could share with the class.

SECOND ACTIVITY FOR SKILL F	The children will be divided into groups to do research on a specific country. Each group will make a presentation to the entire class. Information will include: clothing, food, songs, language, music, art, customs, etc.
THIRD ACTIVITY FOR SKILL F	The children may write to the different embassies seeking information and requesting posters, stamps, etc. The teacher can have the children give oral presentations (something like "Show and Tell" but more sophisticated) on what they have received from the embassies that they have written to.
FOURTH ACTIVITY FOR SKILL F	Pen pals can be established with various European school systems. The children can exchange information concerning their cultures and share what they learn with the rest of the class.

(ALTERNATE ACTIVITIES)

FIFTH ACTIVITY FOR SKILL F

The teacher will have the children choose a country which is of interest to them and each one will then be assigned to construct a "travelogue" of that country, or a pamphlet containing information that would be of interest to a person planning a tour of that country. The pamphlet could contain information such as location, climate, important places or cities to visit and their attractions, resort areas, the country's major products, things to do or to be sure to take note of in the country, etc. Maybe a map could be included, and certainly pictures should be drawn or pasted in the pamphlet. The teacher can show the students a travel pamphlet from a travel agency to give them ideas. This exercise should be creative and should not be limited to one day's work, as there should be a researching/writing effort as well as an artistic effort. The students should be provided with the essential materials and should be able to work on these at home as well as in class.

SIXTH ACTIVITY FOR SKILL F

The teacher can assign a short report to the students in which they will compare and contrast a certain tradition that is common to two countries. For example, the student can write a paper comparing and contrasting the holiday of Christmas in Spain and in Germany. Other things that can be compared and contrasted are: costumes, holidays, religions, governments, education of children, major sources of income, family life, etc.

CRITERION: The children should be able to state the languages spoken in each country, the nationality of each country's inhabitants, and the way of life in each country (to be done in the form of a multiple-choice test).

SKILL G: To understand the importance of Europe's contributions to our society.

VOCABULARY: contribution

FIRST ACTIVITY FOR SKILL G

The teacher can provide the students with a chart of the various categories of contributions made (i.e., art, music, literature, inventions, political, religious, fashion, etc.), the contributions made by Europeans within each category, and the name of the person who made the contribution. The teacher should review these contributions with the students.

SECOND ACTIVITY FOR SKILL G

The children will make Footsteps of Famous European Contributors to American Society. The teacher will provide two large shoe patterns to represent the footsteps of the contributor. As the children learn about these famous men and what they did, they will make reports about them. When the report is completed, the children will draw two large footprints on construction paper. They will write their report on one footprint and place the famous person's name, date, and an illustration on the other footprint. The children should have access to the library, resource centers, dictionaries and encyclopedias.

EUROPEAN CONTRIBUTIONS TO AMERICAN SOCIETY

1. Spanish Conquistadors: horses
2. Industrialists: Andrew Carnegie (Scot) ...steel industry
   John Jacob Astor (German) ...fur trade
   Michael Cudahy (Irish) ...meat-packing industry
   the DuPonts (French) ...munitions and chemical industry
   Charles L. Fleischmann (Hungarian) ...the yeast business
   David Sarnoff (Russian) ...radio industry
   William S. Knudsen (Danish) ...automobile industry
3. Scientists and Inventors: Albert Einstein (German) ...physics
   Michael Pupin (Serbian) ...electricity
   Enrico Fermi (Italian) ...atomic research
   John Ericsson (Swedish) ...invented the iron-clad ship and the screw propeller
   Giuseppe Bellanca (Italian) and Igor Sikorsky (Russian)...contributions to airplane development
   John A. Udden (Swedish)... responsible for opening the Texas oil fields
   Lucas P. Kyrides (Greek)...industrial chemistry
   David Thomas (Welsh)...invented the hot blast furnace
   Alexander Graham Bell (Scot)...invented the telephone
   Conrad Hubert (Russian)... invented flashlight
   Ottmar Mergenthaler (German)...invented linotype machine

GENERAL CONTRIBUTIONS

Religion:

All the major American faiths were brought to this country from abroad.

Food:

Irish stew, chop suey, goulash, chile con carne, ravioli, knackwurst mit saurkraut, Yorkshire pudding, welsh rarebit, borsch, gefilte fish, Spanish omelet, caviar, mayonnaise, antipasto, baumkuchen, English muffins, Gruyere cheese, Danish pastry, Canadian bacon, hot tamales, weiner schnitzel, petits fours, spumone, bouillabaisse, mate, scones, Turkish coffee, minestrone, filet mignon.

SCIENCE

Gregor Mendel (Austrian; 1822-1844)..... genes, mutations, etc.
Charles Darwin (England; 1809-1882)..... theory of evolution
Louis Pasteur (French; 1822-1895)..... bacteriology
Joseph Lister (England; 1827-1912)..... surgical contributions
Auguste Comte (French; 1798-1857)..... developed the social science Sociology
Ivan Pavlov (Russia; 1849-1936)..... conditioning method
Sigmund Freud (Austria; 1856-1939)..... psychoanalysis

LITERATURE

Charles Dickens
H.G. Wells
George Bernard Shaw
Henrik Ibsen
Herman Melville
Rudyard Kipling

PAINTING

Edourd Manet
Claude Monet
Auguste Renoir
Paul Cezanne
Velasquez
Van Gogh
Picasso
Auguste Rodin

FROM THE IMMIGRANTS

English language.....England
laws, local forms of government, town names, furniture styles, church hymns, nursery rhymes.....England
"Santa Claus".....brought to the New World by Dutch colonists
first covered wagons (Conestoga wagons).....Pennsylvania Dutch
Princeton University.....founded in 1746 by Scottish Presbyterian ministers
1847.....a German immigrant began the tradition of putting up and decorating a Christmas Tree.
German immigrants introduced into the English vocabulary such words as sauerkraut, pumpernickel, delicatessen, pretzel, and frankfurter and hamburger, both named after German cities. The also introduced beer.
Kindergarten.....Germany contributed this to our educational system - it means children's garden

(FROM THE IMMIGRANTS CONTINUED)

Home economic classes in our junior and senior high schools were patterned on those of Scandanavia, as were courses in shop and crafts. 4-H clubs were begun at a farm school in Minnesota.

Italian, Filippo Mazzei, led a group of farmers to Charlottesville, Virginia, where they introduced the culture of vines and silkworms.

After the 1850's Italians created the wine and fishing industries in California.

THIRD ACTIVITY FOR SKILL G

The teacher may assign the students a short composition in which they will be expected to develop the theme, "¿Qué haríamos sin (alguna contribución)?" or "¿Dónde estaríamos sin (alguna contribución)?" In the composition the students should be asked to mention some particular contribution and discuss the importance of it and how the society would be at a loss without it.

CRITERION: The children will be able to state at least one major European contribution to society.

FOURTH ACTIVITY FOR SKILL G

The children can be assigned a short paper or composition entitled, "Si yo pudiera, contribuiría _____ a la sociedad americana."

UNIT V: ASIA

SKILL A: To recognize and state the names of the countries that comprise Asia, their capital cities, and the water and land boundaries of the continent.

SKILL B: To observe that Asia is a continent of great contrasts.

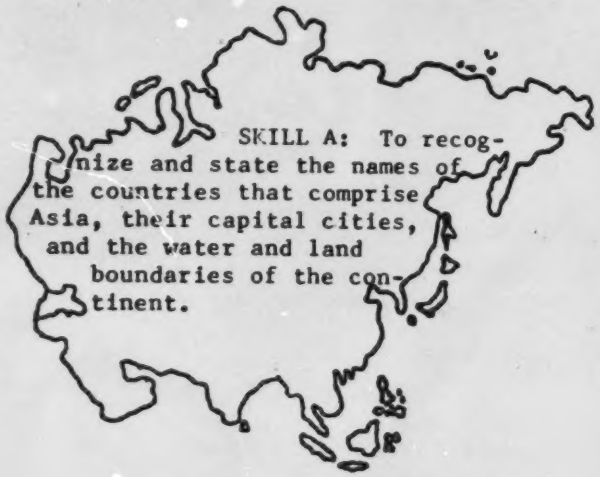
SKILL C: To distinguish between the various climates of Asia and to recognize what the major products of the continent are.

SKILL D: To understand how the geography and location of a country are important factors in the way the inhabitants make their living.

SKILL E: To recognize the variety of races within a continent.

SKILL F: To understand the reason for the influx of colonists to the Asian continent.

SKILL G: To compare different means of transportation.



SKILL A: To recognize and state the names of the countries that comprise Asia, their capital cities, and the water and land boundaries of the continent.

VOCABULARY:

India	Tokío
Birmania	Moscú
Thailandia	Seúl
Irán	El Riad
Arabia Saudita	Ankara
Siria	Saigón
Rusia	Teherán
Cambcya	Bangkok
Las Filipinas	Damasco
Irak	Taipei
Corea	Manila
Japón	Bagdad
Turquía	Penh
Tai-uan	Hanoi
Vietnam del Sur	Rangún
	Nueva Delhi
	Pekín

FIRST ACTIVITY FOR SKILL A

The teacher will review the names of the Asian countries with the children by pointing to each country on a large map and asking the students to call out the names. This drill may be repeated a few times so that the students will be sure to know the name of each Asian country. When the teacher finishes the map drill, she can then give the children a list of the countries in Asia with their capitals creating a matching exercise. She will ask the children to match the capital with the correct country, permitting them to use a map for this exercise. A sample matching exercise might be one like this:

PAREA LA CAPITAL CON EL PAIS CORRECTO

PAISES		CAPITALES
1. India	—	
2. Birmania	—	a. Tokío
3. Thailandia	—	b. Moscú
4. Irán	—	c. Seúl
5. Arabia Saudita	—	d. El Riad
6. Siria	—	e. Ankara
7. Rusia	—	f. Saigón
8. Camboya	—	g. Teherán
9. Las Filipinas	—	i. Bangkok
10. Irak	—	j. Taipei
11. Corea	—	k. Manila
12. Japón	—	l. Bagdad
13. Turquía	—	m. Penh
14. Tai-uan	—	n. Hanoi
15. Vietnam del Sur	—	o. Rangún
	—	p. Nueva Delhi
		q. Pekín

SECOND ACTIVITY FOR SKILL A

The teacher can provide the students with a crossword puzzle. They may use a map of Asia for this if needed. Here is a sample crossword puzzle which may be used for this exercise:

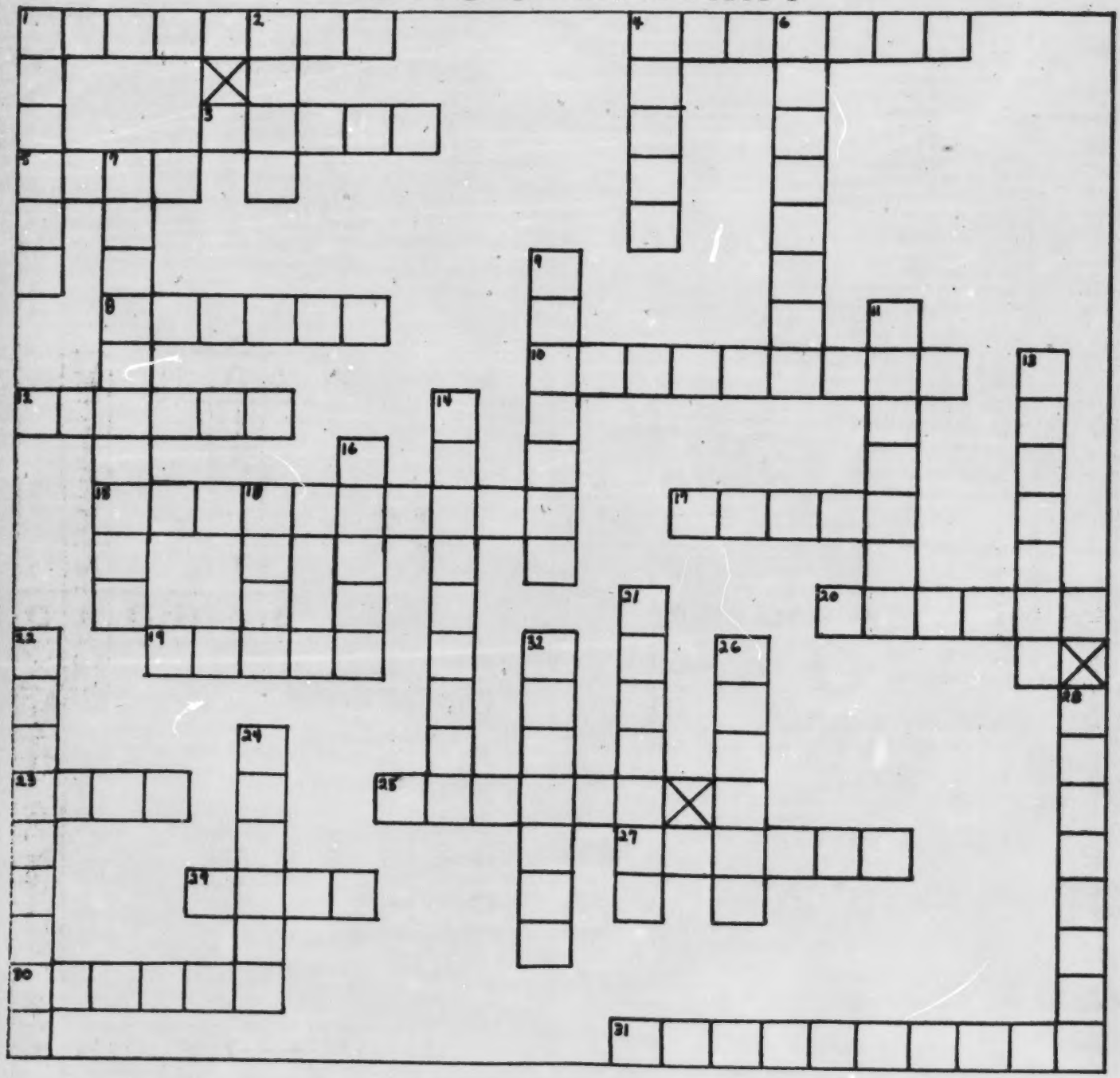
HORIZONTAL

1. País al norte de China.
3. Pequeño país al este de una parte septentrional de China.
4. País al sur de Thailandia y Laos
5. País al oeste de Afganistán
8. _____ Saudita.
10. Montañas grandes al norte de India y en el parte meridional de China.
12. Isla que está más cerca de la costa de China "Formosa" = su otro nombre.
15. País al este de Birmania y al norte de Camboya.
17. Capital de Rusia.
19. Capital de China.
20. Capital de Irak.
23. El Río _____, que empieza en las Himalayas y pasa por Paquistán e India.
25. Río grande que pasa por la parte oriental de India.
27. Isla al sur de India.
29. Capital de Corea.
30. Capital de Turquía.
31. Capital de India.

VERTICAL

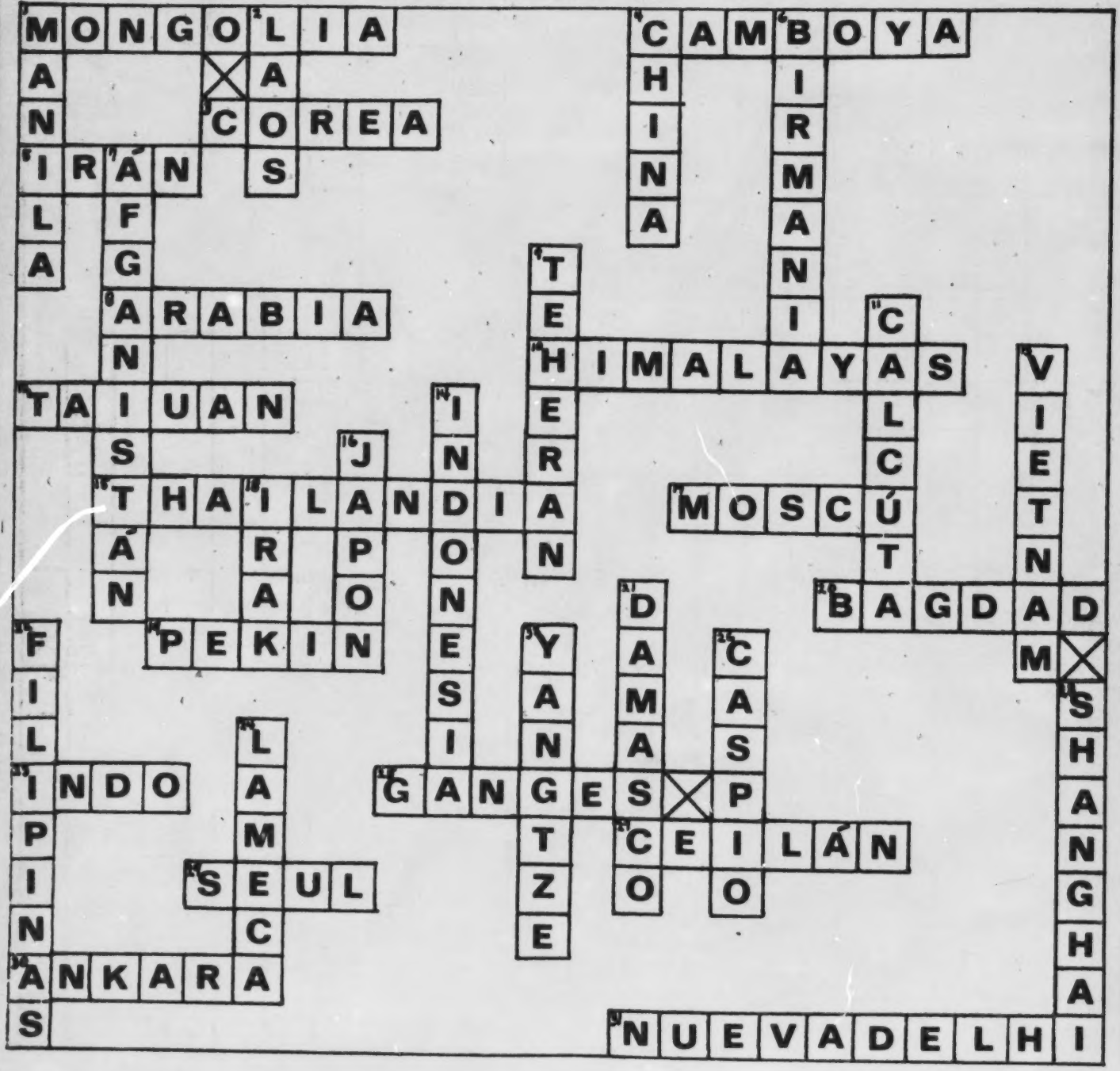
1. Capital de las Filipinas.
2. Pequeño país al oeste de Vietnam del Norte.
4. País al sur de Mongolia.
6. País al oeste de Thailandia.
7. País al noroeste de Paquistán.
9. Capital de Irán.
11. Ciudad muy grande en la extrema parte oriental de India.
13. Un país que está dividido en Norte y Sur.
14. Grupo de islas al sureste de Asia.
16. País (isla) que está situado al este de Corea, China y Rusia.
18. País al oeste de Irán.
21. Capital de Siria.
22. Islas al norte de Indonesia.
24. Capital de Arabia Saudita.
26. Mar al norte de Irán.
28. Ciudad principal en la costa oriental de China.
32. Río que pasa por la parte oriental de China.

CRUCIGRAMA



ANSWERS TO CROSSWORD PUZZLE (SECOND ACTIVITY)

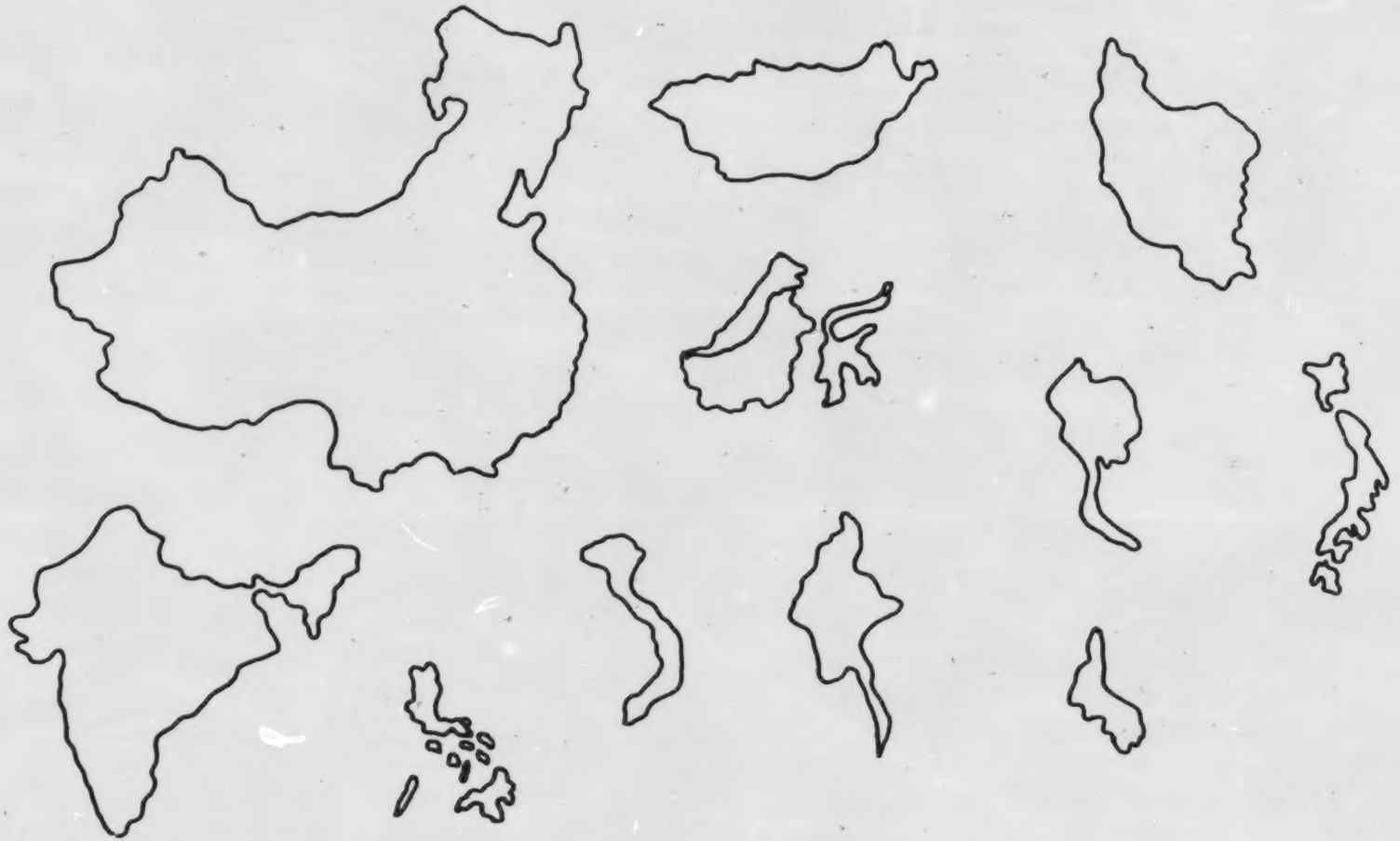
CRUCIGRAMA



THIRD ACTIVITY FOR SKILL A

The shape of a country helps to identify it. The teacher can provide the students with a map puzzle in which they will find the outlines of some of the countries of Asia. On the next page is a sample map puzzle that can be given to the students.

ESCRIBE EL NOMBRE DE CADA PAÍS COMO SI ESTUVIERAS MARCANDO EN UN MAPA. TODOS LOS PAÍSES ESTÁN DIBUJADOS A LA MISMA ESCALA.



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FOURTH ACTIVITY FOR SKILL A

The teacher can quiz the children by giving them an exercise such as the following:

Marca los cuadros al lado de las contestaciones correctas para cada pregunta.

1. ¿Qué países no tienen costa?
   - ☐ Birmania
   - ☐ China
   - ☐ Afganistán
   - ☐ Irak
   - ☐ Corea
   - ☐ Mongolia
   - ☐ Rusia
   - ☐ Laos

2. ¿Qué países tienen fronteras con el Golfo de Bengala?
   - ☐ Thailandia
   - ☐ China
   - ☐ Vietnam del Norte
   - ☐ Las Filipinas
   - ☐ Paquistán
   - ☐ India
   - ☐ Birmania
   - ☐ Laos

3. ¿En cuáles países están las Himalayas?
   - ☐ Nepal
   - ☐ India
   - ☐ Birmania
   - ☐ China
   - ☐ Mongolia
   - ☐ Rusia
   - ☐ Paquistán
   - ☐ Indonesia

4. ¿Cuáles 5 (cinco) países están en los más septentrionales
   - ☐ Turquía
   - ☐ Mongolia
   - ☐ Afganistán
   - ☐ Rusia
   - ☐ China
   - ☐ India
   - ☐ Corea
   - ☐ Japón

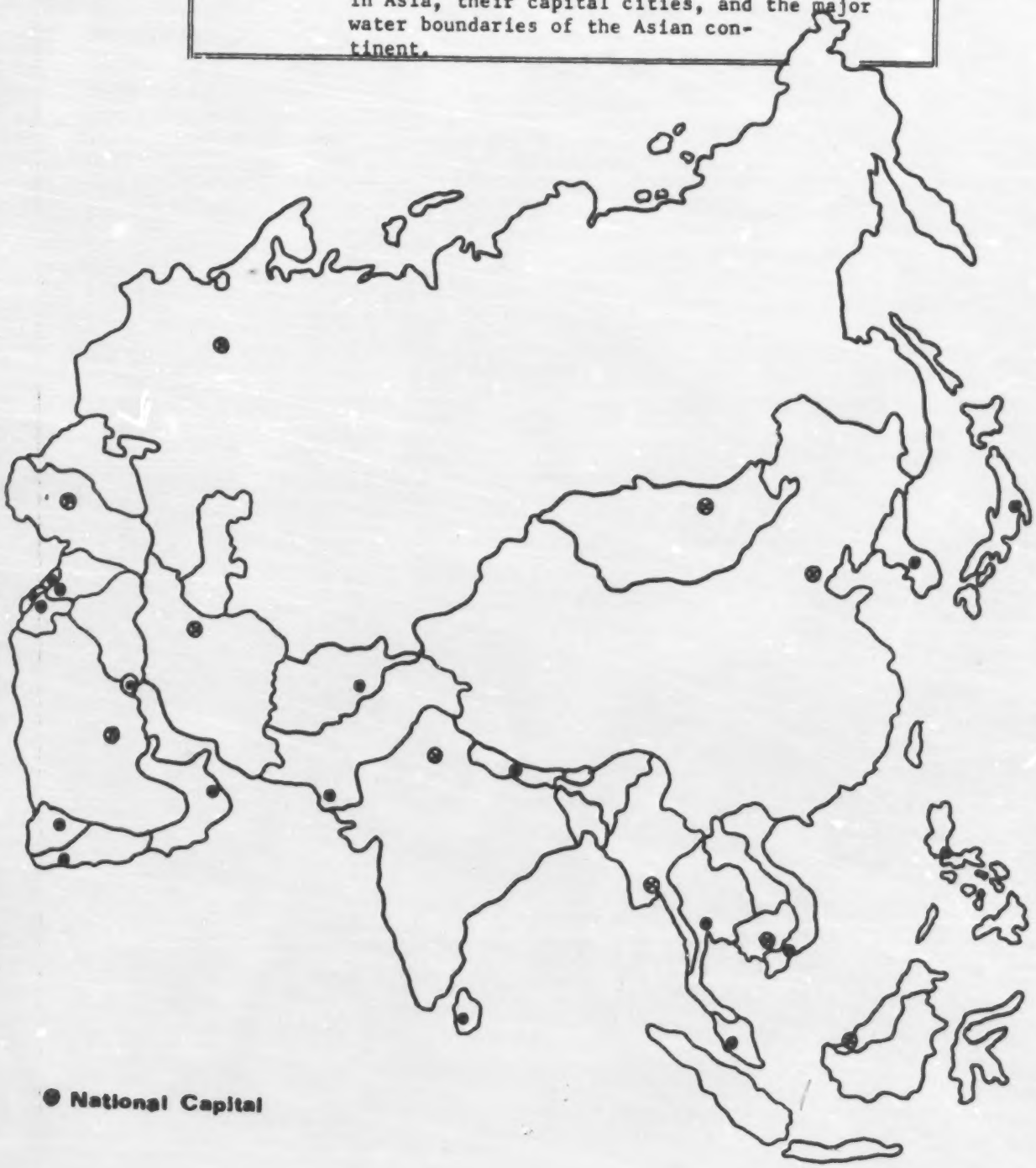
5. ¿Qué países están en el este del continente?
   - ☐ Laos
   - ☐ Afganistán
   - ☐ Siria
   - ☐ Irak
   - ☐ Japón
   - ☐ Thailandia
   - ☐ Jordania
   - ☐ Corea

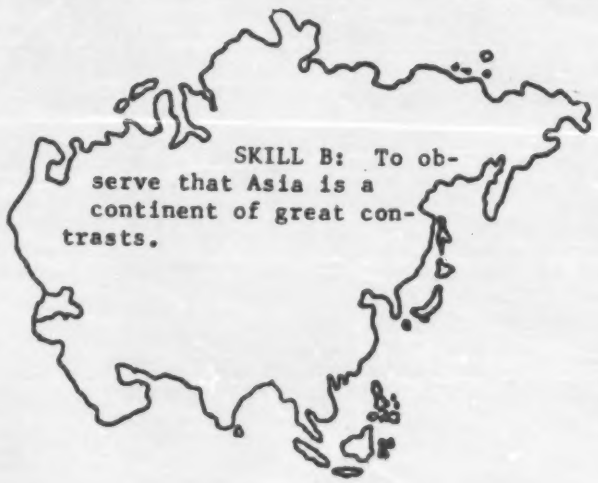
6. ¿Qué países son más grandes que la Arabia Saudita?
   - ☐ Irak
   - ☐ Japón
   - ☐ Rusia
   - ☐ Irán
   - ☐ China
   - ☐ Camboya
   - ☐ India
   - ☐ Thailandia

FIFTH ACTIVITY FOR SKILL A

The children can be divided into two teams. The teacher will ask each member of each team a question regarding the countries, capital cities, and boundaries of the Asian continent. If the first team answers a question they will receive two points. If they do not answer correctly, the second team will get a chance to answer the question, and if they do they will get two points. The team with the most points at the end will win the game. Examples of what type of questions may be asked are: ¿Cuál es la capital de Irán? ¿En qué país está situada la ciudad de Bangkok? ¿Cuáles países bordean el país de Laos?

CRITERION: Given a blank map, the children should be able to locate and name at 90% accuracy the countries in Asia, their capital cities, and the major water boundaries of the Asian continent.





SKILL B: To observe that Asia is a continent of great contrasts.

VOCABULARY:
contrast
sea level
equator
grassland
desert
nomads

FIRST ACTIVITY FOR SKILL B

The teacher will invite the students to read the selection, "Asia: Continente de Grandes Contrastes" which will give them an idea as to some of the differences found from one country to the next.

ASIA: CONTINENTE DE GRANDES CONTRASTES

Más de la mitad de todo el mundo vive en Asia. Sin embargo, la gente no está dispersada igualmente por el continente. Algunas áreas están muy atestadas con gente. En otras áreas hay muy poca gente, a veces casi ninguna.

Asia se extiende más de 5,000 millas desde el norte hasta el sur. La parte más septentrional de Asia alcanza más allá del Círculo Ártico. Su parte más meridional casi toca el Ecuador.

En las áreas más septentrionales de Asia los inviernos son muy largos y muy fríos. La gente que vive allí tiene que soportar temperaturas de más que 50 grados bajo cero. Hay una gran diferencia en el clima de la parte meridional de Asia, especialmente esas partes que están cercas del Ecuador. Aquí hace calor todo el tiempo. A veces está insoportable el calor y la temperatura ha llegado tan alta como 125 F.

También hay algunas partes de Asia que no están muy septentrionales, pero todavía son muy, muy frías en el invierno. Están frías porque son altas, muy sobre el nivel del mar. Las Himalayas, las montañas más altas en el mundo, están en Asia. En los picos de estas montañas siempre hay nieve.

Hay también en Asia tierra que está bajo el nivel del mar. Los lagos allí son salobres. Uno de ellos es el Mar Muerto. La mayoría de la tierra bajo el nivel del mar es el desierto.

Hay grandes distancias de pasto seco. Y algunos de los lugares donde el clima está caliente pero que a la misma vez tienen mucha lluvia, la labor en las cosechas es como "estar luchando en una selva." En un solo mes 366 pulgadas de agua cayeron en una parte de Asia.

Como muchas personas pensarán, la gente en diferentes lugares de Asia vive en hogares que son muy diferentes unos de otros. Algunos de ellos no tienen verdaderos hogares. Se llaman "nómadas", o vagabundos, ya que nunca se establecen en un lugar fijo, porque tienen que moverse para encontrar agua y comida para sus rebaños y sus familias.

Un gran número de gente en Asia ha aprendido a vivir de varias maneras. Pero la mayoría de ellos son agricultores o pastores. Dos de las más grandes regiones de agricultura están en Asia. Una de ellas es India y la otra es China. Estas regiones son dos de las más atestadas áreas en el mundo.

En este gran continente hay muchos grandes depósitos de petróleo y otros minerales. Sin embargo, muchos de los recursos del continente todavía están intactos.

Hoy día Asia está constituida por más de treinta países. La gente de estos países hablan muchos varios idiomas. Tienen diferentes costumbres y pertenecen a distintas razas también. Los trigueños de India, los amarillos de China, y los negros de Malaya; todos pertenecen a distintas razas.

Algunos de los países de Asia son bastante pequeños. Por ejemplo, el Líbano es solamente una mitad del tamaño de Nueva Jersey. Sin embargo, China es un país muy grande. Aun el tamaño de la población varía de un país a otro. Hay más gente en China que la que hay en los Estados Unidos.

Supongamos que empezaras en Jerusalén y viajaras hasta el este de Shanghai. Tu viaje te llevaría a través de ocho países y sería 5,000 millas. Verías algunas de las tierras más áridas en el mundo y algunas de las más fértiles. Por un tiempo, estarías bajo el nivel del mar. Pero también cruzarías las altas montañas del Tibet. Cruzarías algunos grandes ríos. Partes de tu viaje quizás serían peligrosas porque podrías enfrentarte con un bandido y algunas áreas que cruzarías son bastante salvajes. Cuando llegaras a Shanghai, estarías en una de las más grandes ciudades del mundo.

China	bailes
Japón	nivel del mar
pastores	el Ecuador
atestado	continente
Himalayas	grande
culturas	costumbres
nivel del mar	agricultores
razas	India
nieve	contrastes
sobre el nivel	treinta (30)
frío	idiomas
calor	cincuenta (50)
lluvia	

SECOND
ACTIVITY
FOR
SKILL B

DIRECTIONS:
Completa el cuento, llenando los espacios en blanco con la palabra correcta. Puedes usar la lista de palabras a la izquierda para completar las palabras que faltan.

Asia es un _____ muy interesante. Frecuentemente está dicho que es una tierra de muchas _____. Esto se atribuye al hecho que Asia está constituído de tantas diferentes _____.

Asia consta de más de _____ países. Algunos de ellos son muy pequeños y otros son muy _____. La gente de este país habla muchos diferentes _____, tiene muchas diferentes _____, y pertenecen a varias diferentes _____. La mayoría de la gente en Asia son _____ o _____. Las grandes regiones agrícolas de Asia son _____ y _____. Estas dos regiones también son dos de las más _____ en el mundo.

Hay muchas diferencias en las tierras de un país al otro en Asia. Algunas áreas están bajo el _____ __ _____, y otras están muy altas. Las montañas mas altas del mundo están en Asia. Se llaman las _____.

El clima varía también. En las partes más septentrionales del continente se hace muy _____ en el invierno. El punto más meridional de Asia casi toca el _____, y por eso es que hace tanto _____ allí. También hay partes de Asia que no están muy septentrionales, pero que todavía son muy, muy frías en el invierno. Hace mucho frío en estas partes porque están _____ _____ _____ del mar. En los picos de las Himalayas siempre hay _____.

SOCIAL STUDIES CURRICULUM FOR GRADE FOUR — UNIT V: ASIA

THIRD ACTIVITY FOR SKILL B

The children can construct a chart indicating the many aspects of the Asian continent that contrast each other. For example, they could use a chart similar to the one below to complete as they wish. Their chart, of course, would have to be bigger in order to be useful.

	Diferentes Aspectos	Un tipo o manera	Donde se encuentra	Otro tipo o manera	Donde se encuentra
DIFERENTES ASPECTOS					
EL CLIMA					
MEDIOS DE TRANSPORTACION					
POBLACION					
IDIOMA					
FORMAS DE VIDA					
RECURSOS					
LA ROPA					
ELEVACION					
RELIGION					
TRADICIONES Y COSTUMBRES					

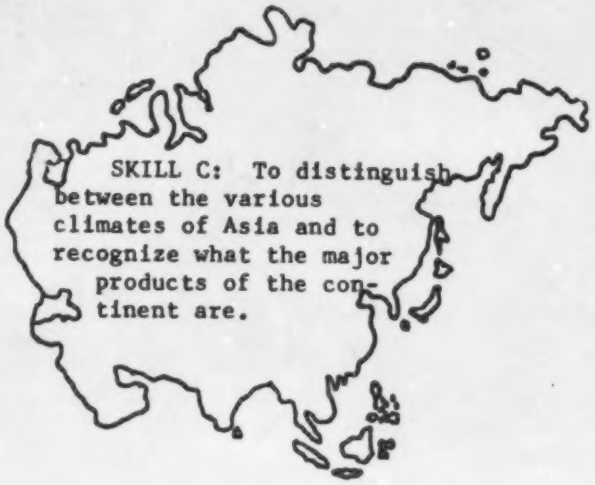
FOURTH ACTIVITY FOR SKILL B

The teacher can assign the children a short composition to write entitled, "Si yo viviera en _____, yo sería _____, pero ..." They may choose a particular country and some aspect of that country that they would be involved with if they lived there. Then they should do the same with a different country and can then write a composition contrasting the two aspects.

CRITERION: The children will be able to list 5 different items which support the statement, "Asia is a continent of great contrasts".

FIFTH ACTIVITY FOR SKILL B

The children can cut out of magazines pictures of contrasting aspects found in Asia. They can, for example, cut out a picture of a family that leads a nomadic type of life and a picture of a family that lives in a big city apartment building. Then, they can paste these two pictures on a sheet of oaktag or construction paper and underneath each picture might write down the city, country, terrain where each family might live. Other contrasting aspects which could be portrayed with magazine cutouts are climates, different types of land, people, agricultural methods, architecture, ways of life, customs, religious idols, etc. Old National Geographics are excellent for this type of activity.



SKILL C: To distinguish between the various climates of Asia and to recognize what the major products of the continent are.

VOCABULARY:
frío y seco
subártico
templado con verano fresco
fresco y seco
caliente y seco
tierras altas
templado con verano caliente
subtropical, húmedo
subtropical, seco
caliente y húmedo

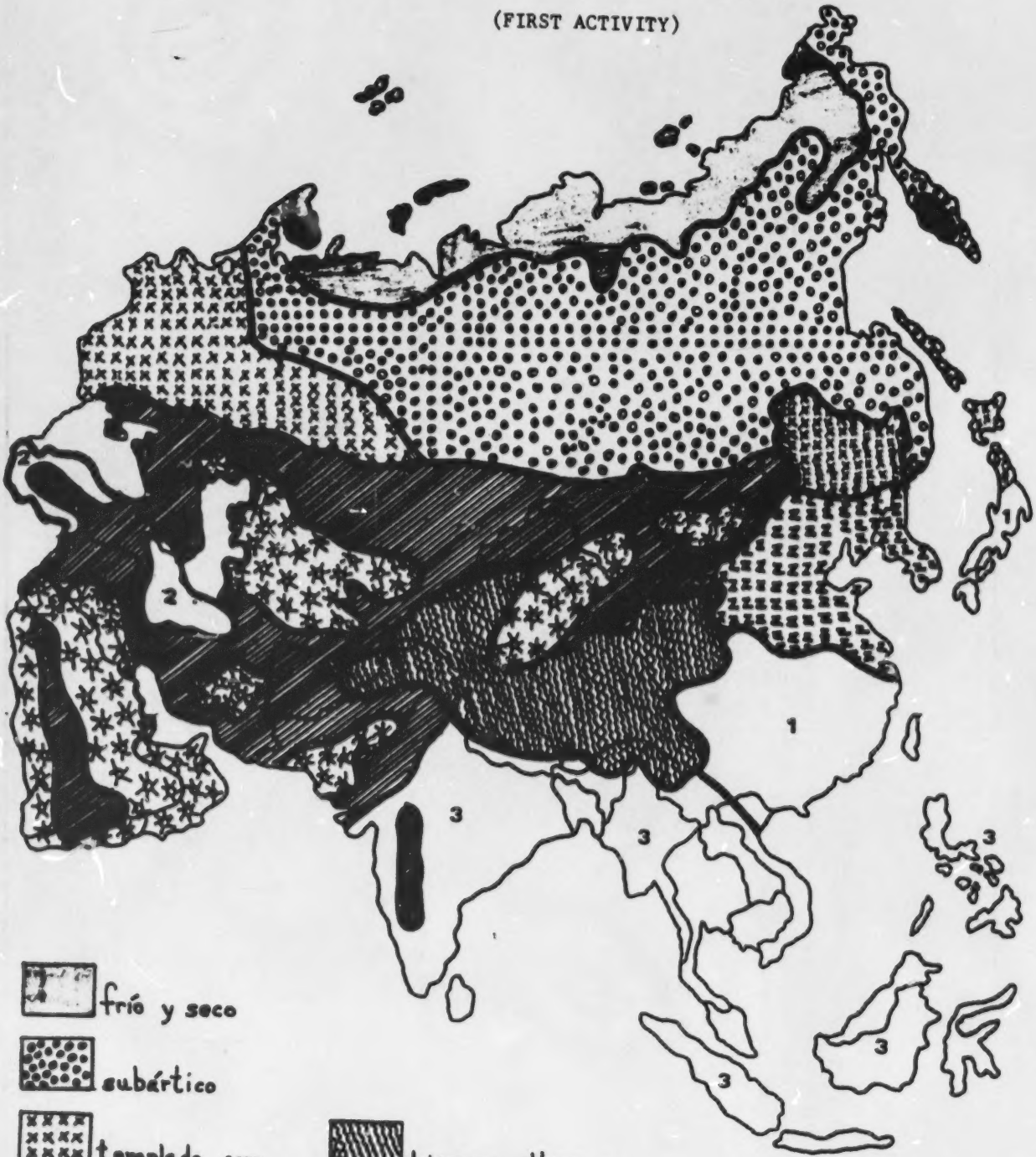
FIRST ACTIVITY FOR SKILL C

The teacher will provide the children with a map marking the different climates of Asia. For example:

BEST COPY AVAILABLE

CLIMAS DE ASIA

(FIRST ACTIVITY)



SECOND ACTIVITY FOR SKILL C

The children can research what the major products of Asia are. Then, they can make a list of each product and state the type of climate in which they are produced (industries, manufacturing, etc. wouldn't be included here).

THIRD ACTIVITY FOR SKILL C

The teacher will divide the children into two groups. The ten different climates will be divided equally between the two groups. The children can write the name of each type of climate on separate pieces of cardboard, oaktag, or construction paper. Then, they will cut out pictures of each type of product found in Asia and paste it on the paper on which the appropriate climate is written.

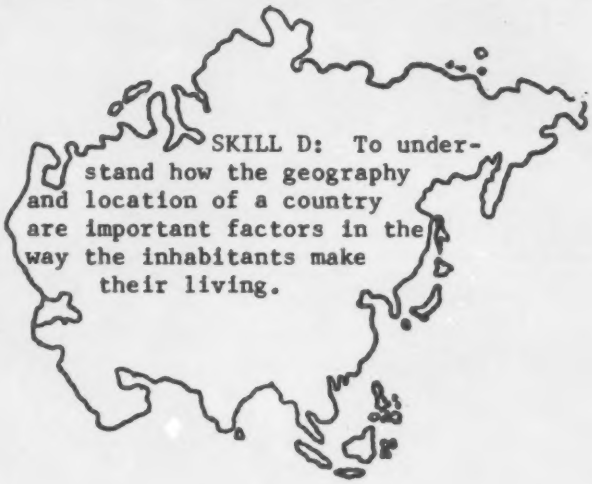
FOURTH ACTIVITY FOR SKILL C

The children can play a type of "guessing game" in class. Each student will be given the opportunity to give a "clue". The game would work like this:

Student 1: "Yo tengo una piña. ¿De dónde la conseguí?

Student 2: "Tú quizás la conseguistes de las piñas de las Filipinas. Allá es muy caliente y húmedo, por esa razón las piñas crecen muy bien allá."

CRITERION: The children should be able to list and locate about four different types of climates in Asia and at least ten of the major products of Asia.



SKILL D: To understand how the geography and location of a country are important factors in the way the inhabitants make their living.

VOCABULARY: nomad
farmer
city dweller
herding
industry

FIRST ACTIVITY FOR SKILL D

The teacher will talk about some of the Asian countries' geography and the peoples' way of life in those countries. She will then ask the question, "¿Cómo se relacionan los modos de vida de estos países con sus geografías?" The students will be prepared to answer the key question after reading the following selection, "La geografía y la localización de un país como factores importantes en el modo de vida (fuentes de ingreso).

LA GEOGRAFIA Y LA LOCALIZACION DE UN PAIS COMO FACTORES IMPORTANTES EN EL MODO DE VIDA (FUENTES DE INGRESO)

La geografía y la localización de un país son importantes porque pueden determinar si el país puede tener una industria agrícola, una industria ganadera, una industria pesquera, una industria manufacturera, o una industria turística. Si hay muchas montañas en un país probablemente sería difícil tener una industria agrícola. Sin embargo, si un país está situado cerca del mar y tiene una costa apropiada para buenos puertos, entonces es lógico que este país tendrá una industria pesquera. Se puede ver que la geografía y la localización de un país son importantes factores en el modo de vida de la gente del país. Si se mira un mapa que muestra la geografía de un país y un mapa que señala los diferentes modos de vida, se verá la relación entre las dos cosas.

El continente de Asia está compuesto de muchos tipos de geografía y muchos modos de vida, aún dentro de un solo país. Por ejemplo, el país de Rusia es tan grande que hay dentro de él una geografía muy diversa. Hay montañas en el este, pero hay áreas muy planas en el oeste. Las fuentes de ingreso incluyen la industria agrícola en el oeste, la industria ganadera en el suroeste, la industria minera en el oeste y el centro del país, la industria pesquera en el noreste del país, y la industria manufacturera en el oeste del país. Cerca de las montañas, a causa del hecho que hay muchos bosques, hay una industria maderera allí. La mayoría de la industria minera tiene lugar en las zonas donde se encuentran las montañas, muchas en el este y unas pocas en el oeste del país.

En la región de Mongolia la elevación es bastante alta, pero también se tiene que recordar que hay un inmenso desierto situado en el medio de este país. La ocupación principal en este país es la ganadería. Probablemente muchas personas en este país que siguen este tipo de vida son nómadas, lo cual quiere decir que ellas se mueven de un lugar a otro para encontrar la tierra y las condiciones que les provean lo que necesitan ellos y sus animales (agua y yerba).

Se puede notar que la mayoría de los centros de la industria manufacturera y de comercio están situados en un puerto o cerca de un puerto. Esto es porque hay mucho comercio en estas zonas industriales. Y las fábricas, idealmente, deben estar situadas cerca del mar por el fácil transporte de las mercancías que ellas producen.

En el país de Japón se ve que hay muchas industrias manufactureras. Se vé también que la industria pesquera es bastante importante para los japoneses, y eso se atribuye a la localización del país - es una isla. Su localización es muy ventajosa ya que les permite hacer muchos negocios, muy fácilmente, con otros países. Mucho del comercio que hace Japón dentro de su propio país tiene lugar en el agua, en los llamados "juncos" o "sampons", que son pequeños botes. Los agricultores llenan sus botes con sus provisiones y entonces las venden a otras personas en el agua.

En Turquía la industria ganadera es muy importante y cuando se examina el mapa, es evidente que mucha de la tierra de este país es montañosa. Ya que la zona montañosa es adecuada para la crianza de los animales, la industria ganadera es muy importante para la gente de Turquía.

Las islas que componen Indonesia principalmente se concentran en la industria agrícola, y producen una gran variedad de productos. También la industria pesquera es importante en este grupo de islas. Su localización es de gran utilidad para las actividades comerciales entre este país y otros.

Pues, éstos son unos pocos ejemplos de cómo la geografía de un país tiene cierta influencia sobre el modo de vida de la gente del país. Podemos ver como la naturaleza puede limitar al hombre-y por eso, debe aprender a adaptarse a su ambiente en la mejor manera que puede.

SECOND ACTIVITY FOR SKILL D

The children can fill out the chart below by checking the correct column or columns beside each phrase.

AREA(S) CIUDAD(ES) O PAIS(ES)	FORMAS DE VIDA	NOMADAS	AGRICULTORES	VIVIENDAS EN LAS CIUDADES
	Ocupaciones principales: comercio, fábricas, el gobierno			
	Viviendas permanentes			
	Mudanza frecuente			
	Organizados en tribus			
	Ocupación principal: ganadería			
	Ocupación principal: agricultura y alguna ganadería			
	Ocupación principal: Industrias			
	Comercio por agua: con juncos, "sampons"			

THIRD ACTIVITY FOR SKILL D

The children can be broken up into pairs and each pair will be responsible for performing a skit. One child will represent a person of a particular country and what that person does for a living, the other child will represent a person of a different country and what they do for a living. The situation of the skits may follow along these lines: the two people meet on a bus or train and are both heading to the same place; the two people are students who end up as roomates at a special boarding school; the two people were pen pals and finally, after many years of communicating through the mail, have met each other face to face for the first time, etc. Emphasis in conversation will be on their Asian country and the type of work they do there.

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FOURTH ACTIVITY FOR SKILL D

The children will construct, using clay, an elevation map of the Asian countries. They will use a large sheet of cardboard or wood for the base of the map and can use paint for coloring various sections of the map and for differentiating the various elevations. Then the children may place markers in the clay telling what types of occupations and ways of life appear where the markers stand.

FIFTH ACTIVITY FOR SKILL D

The children will write a short composition entitled, "Este es _____." They will choose a certain country and way of life and make up a character, who they will write about, depicting the way he makes his living, where he lives, and what types of things he does within a particular country. The composition could also include a description of the character and of the land around where he lives. The children will also cut out a picture or draw one of their characters doing what he does for a living.

SIXTH ACTIVITY FOR SKILL D

The children can recall the various geographical aspects of Puerto Rico and then can make a comparison of their island to the island of Japan, explaining the similarities and the differences between the two countries in reference to geographical features, industry and products produced.

CRITERION: Given a map with only the names of countries on it, the children should be able to state and locate at least five different ways of life and the geographical reason for the people performing the work that they do at 95% accuracy. (This information can be written directly on the map provided.)

SKILL E: To recognize the variety of races within a continent.

VOCABULARY: caucasian
oriental
kimono

FIRST ACTIVITY FOR SKILL E

The children will construct a bulletin board with magazine cutouts of faces and people that make up the Asian countries. The teacher can cut out good sized shapes of each country and place these on the bulletin board first, so that the pictures of the people can be attached to the appropriate country.

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(FIRST ACTIVITY)

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SECOND ACTIVITY FOR SKILL E

The children may put on a fashion show displaying the typical dresses of the different countries. If costumes are not available to the children, they could be asked instead to bring to class a white sheet which can be pinned, cut and sewn by the children and teacher, and can be decorated or designed (with oil crayons, paint, construction paper, colored ink, or with yarn or trim) by the children. An example would be the simple to make Japanese kimono. A sheet can be cut twice in a shape as is shown below. Then, the teacher can staple, sew, or pin the two seams together. The child can draw a dragon on the front, a symbolic figure in Japan, and some other design on the back.

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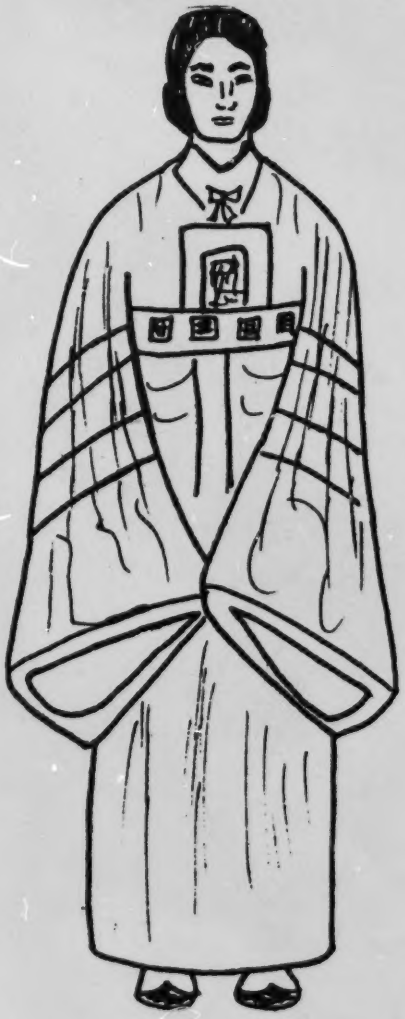
(SECOND ACTIVITY a.)

CHINA



COREA

JAPÓN

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(SECOND ACTIVITY b.)

MONGOLIA

INDIA

FILIPINAS

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(SECOND ACTIVITY c.)

ARABIA

TURQUIA

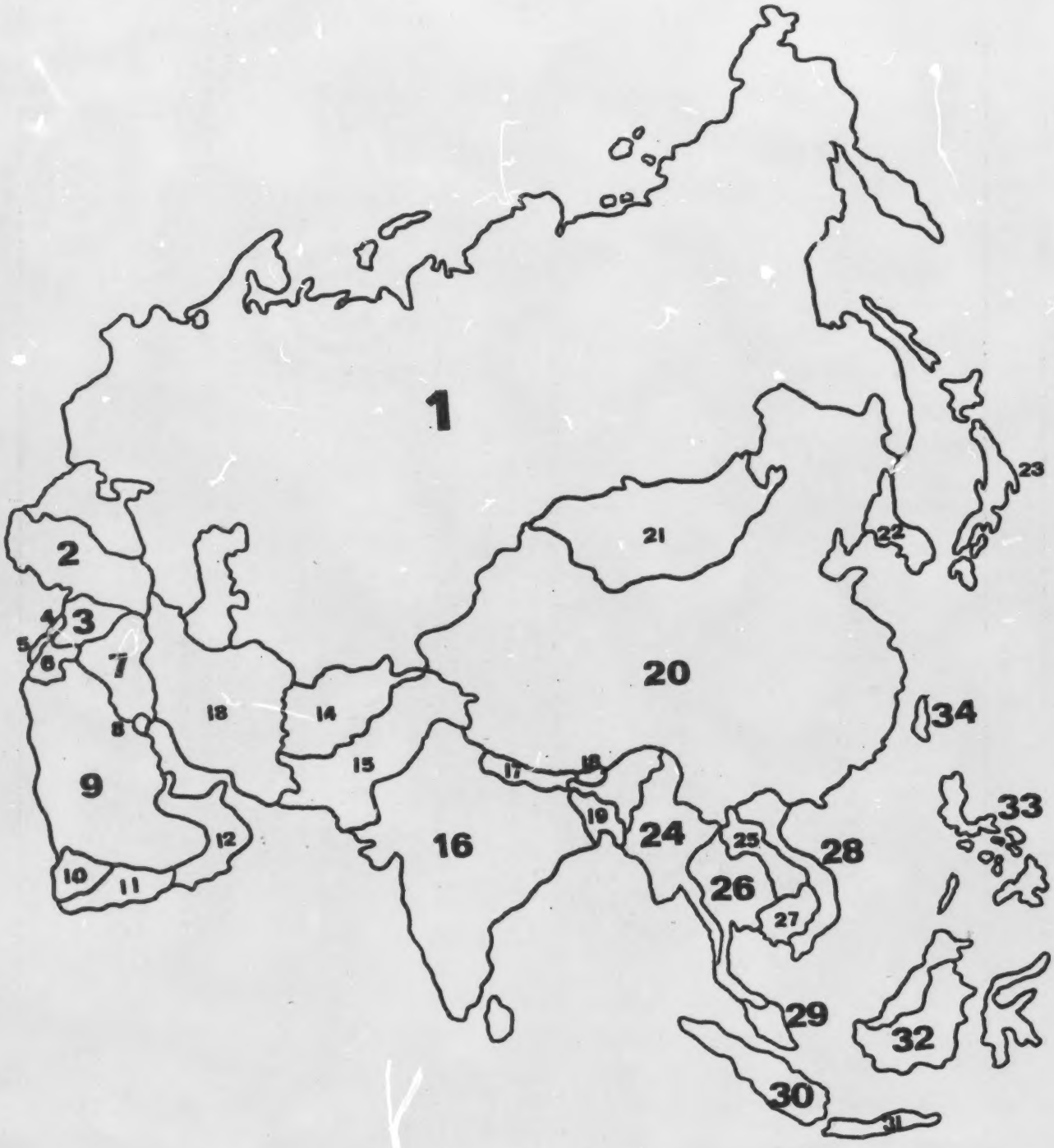
UNION SOVIETICA (COSACO)

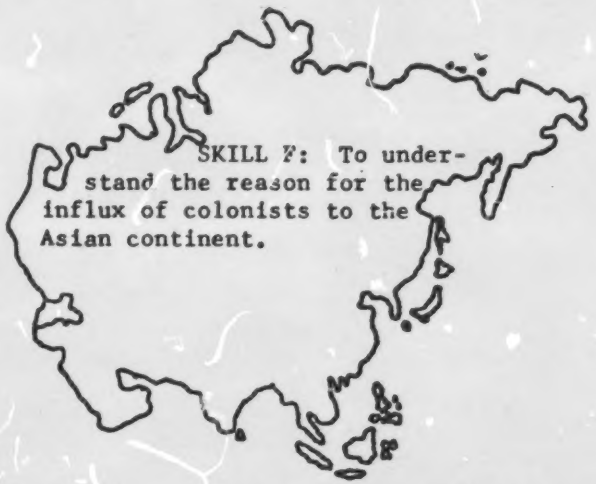
THIRD ACTIVITY FOR SKILL E

The teacher will show the children a blank map of the Asian countries with a number in each country. Then she can show the children pictures of faces of the different races in Asia with a number assigned to each picture. The children will be asked to place the number of the picture depicting the race or nationality of the people on the blank map and then to write the name of the country to which each picture belongs on the map.

200

CRITERION: The children should be able to give the name of the race of faces held up before them by the teacher and to tell what country each race might be found in at 95% accuracy.





SKILL F: To understand the reason for the influx of colonists to the Asian continent.

VOCABULARY: colonization
spices
trade

FIRST ACTIVITY FOR SKILL F

The teacher will discuss some of the various colonies that have been set up in Asia throughout its history and the reasons why they were set up. She will then invite the students to read a selection which deals with the reasons for the interest in the setting up of colonies in Asia, "Razones Para la Migración de Colonias hacia el continente asiático."

RAZONES PARA LA MIGRACIÓN DE COLONIAS HACIA EL CONTINENTE ASIÁTICO

El continente asiático ha sido atravezado en su historia por diferentes colonizadores que vinieron para establecer colonias. Asia es un territorio tan grande, desconocido por el hombre occidental. Pero despues del viaje que el explorador y descubridor, Marco Polo, hizo hacia el continente asiático, otras personas empezaron a interesarse en lo que tenían que ofrecerles. Una de las primeras cosas que fueron descubiertas fueron las especias que fueron causa de que muchos pa países del occidente exploraran el continente y establecieran colonias que eran usadas como lugares para el comercio de las especias y otras provisiones.

Las más recientes colonizaciones en Asia tuvieron otras razones de ser además del comercio, para establecer colonias en Asia. Tenían más interés en las islas del continente y en las ciudades de las costas del Asia, que podrían ser usadas como puntos estratégicos para establecer fuerzas navales y bases de fuerza aérea.

En los años 1400 y 1500, navegantes españoles, holandeses, británicos, y portugueses exploraron la parte sur y sureste de Asia. Luego sus gobiernos establecieron colonias donde los exploradores habían ido. En el norte, Rusia estaba ocupada haciendo adelantos en Siberia. China, Japón y Corea no fueron blanco de las naciones occidentales hasta 1800.

SECOND ACTIVITY FOR SKILL F

The teacher and children will discuss early western colonization in Asia. The teacher will then provide a map of Asia for each child. The children will label the colonizing country in each country.

THIRD ACTIVITY FOR SKILL F

Using this map, the children could construct a timeline with points showing different times of colonization within the Asian continent.

MAP FOR THIRD ACTIVITY

FOURTH ACTIVITY FOR SKILL F

Each child can choose an Asian country and research the history of its colonists. Then, they can write a short essay about the reason(s) for people setting up colonies in that country.

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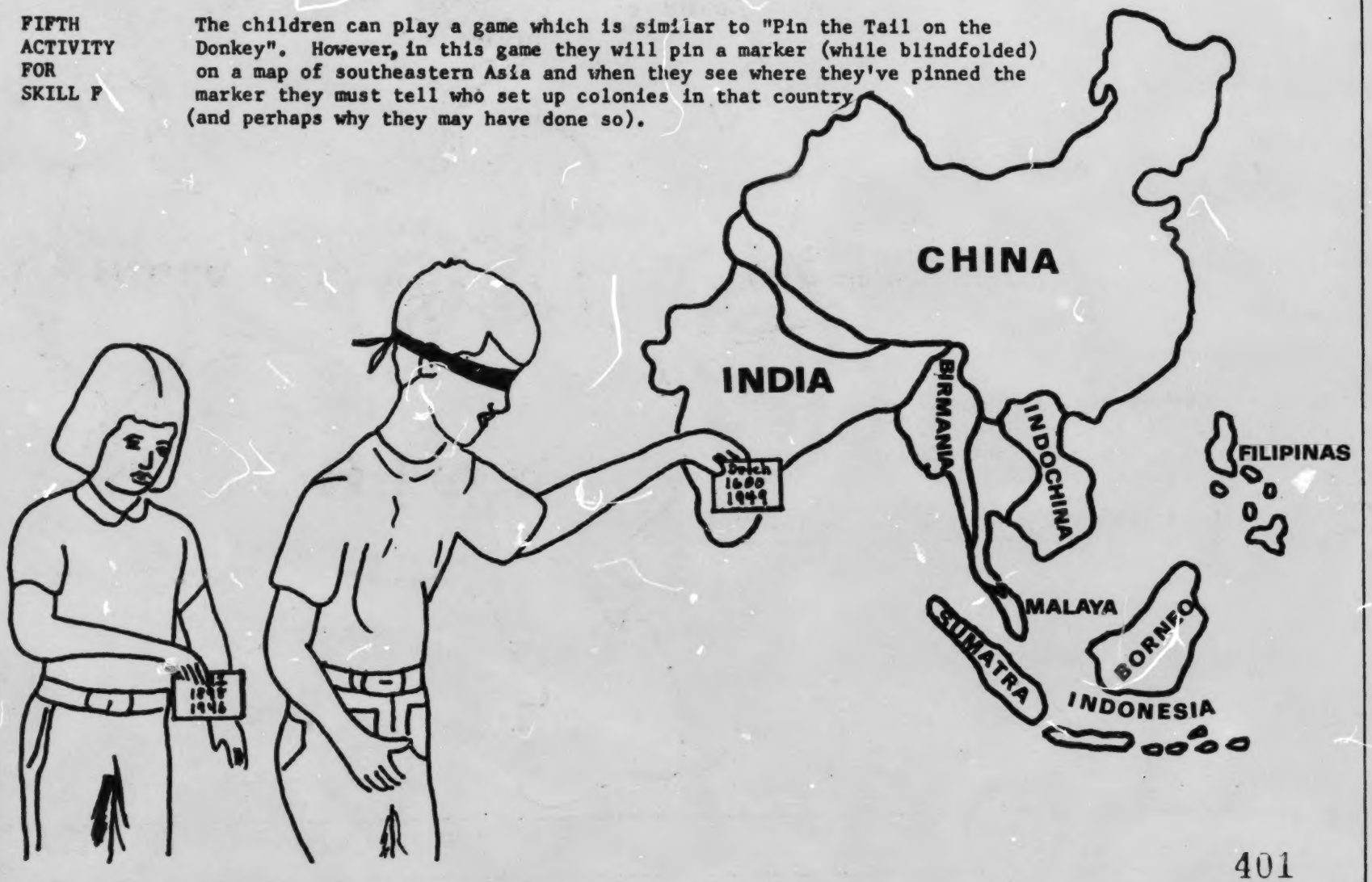
FIFTH ACTIVITY FOR SKILL F

The children can play a game which is similar to "Pin the Tail on the Donkey". However, in this game they will pin a marker (while blindfolded) on a map of southeastern Asia and when they see where they've pinned the marker they must tell who set up colonies in that country (and perhaps why they may have done so).



CRITERION: The children should be able to fill in on a blank map at least two types of the people who have colonized in Asia, and they should be able to state the two main reasons for the influx of these colonists to Asia at 100% accuracy.

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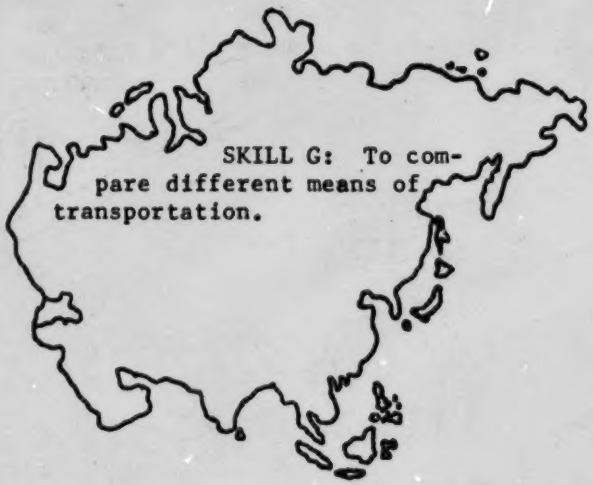

SKILL G: To compare different means of transportation.

VOCABULARY: yak
caravan
camel
rickshaw
junk

FIRST ACTIVITY FOR SKILL G

The children can set up a display area in the classroom. They may construct or draw models representing the different means of transportation studied. Areas will be labeled with the name of the different countries and the corresponding model will be placed in that area.

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(FIRST ACTIVITY FOR SKILL G)

SECOND ACTIVITY FOR SKILL G

The children may write an essay in which they will talk about the different reasons for the various methods of transportation used in the Asian continent. The reasons may include ones such as geography, location, and occupations. The children should be encouraged to mention these reasons.

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THIRD ACTIVITY FOR SKILL G

The children can cut out pictures of the various methods of transportation in Asia from magazines and they can make a bulletin board display with these cut-outs. They can place next to each mode of transportation the word for it in both Spanish and English.

TRANSPORTATION

(automóvil) - automobile
(tren) - train
(autobús) - bus
(caballo) - horse
(yak) - yak
(camello) - camel
(caravana) - caravan
(barco) - boat
(elefante) - elephant
(junco) - junk
(rickshaw) - rickshaw
(búfalos de agua) - water buffalo

1 CAMELLO
2 ELEFANTE
3 YAK
4 BÚFALO de AGUA

CRITERION: The children should be able to name three types of transportation and to state where those forms are generally found at 100% accuracy. (This could be done by showing them a picture of all the various forms of transportation found in Asia and asking them to identify them and then state where they might be found by pointing to the places on a map.

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UNIT VI: ESKIMOS

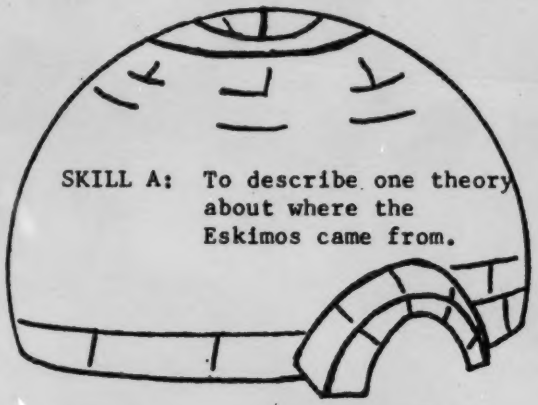
SKILL A: To describe one theory about where the Eskimos came from.

SKILL B: Understanding how climatic phases cause migration for survival thus effecting social structure.

SKILL C: Comparing different types of housing, foods, clothing, occupations, transportation and communication with the American Indian.

SKILL D: To be aware of and describe specific historical changes which have affected the Eskimo's life-style.

SKILL E: To be aware of the arts, crafts and religion of the Eskimo.



SKILL A: To describe one theory about where the Eskimos came from.

VOCABULARY: Bering Strait
Alaska
Greenland

FIRST ACTIVITY FOR SKILL A

The teacher and the children will examine a large wall map of the northern regions of the world (Greenland, Northern Russia, Alaska, the Bering Strait) and discuss various routes the Eskimos could have used to arrive to Alaska, Greenland, etc. Questions, such as,"How did the Eskimos travel - on foot? - by boat?" or "Why did the Eskimos migrate from their homeland?" should be generated.

(FIRST ACTIVITY)

SECOND ACTIVITY FOR SKILL A

A map of the Northern countries, as illustrated, can be used to trace routes made by such explorers as Eric the Great. A key can be provided in order that students differentiate between the different routes.

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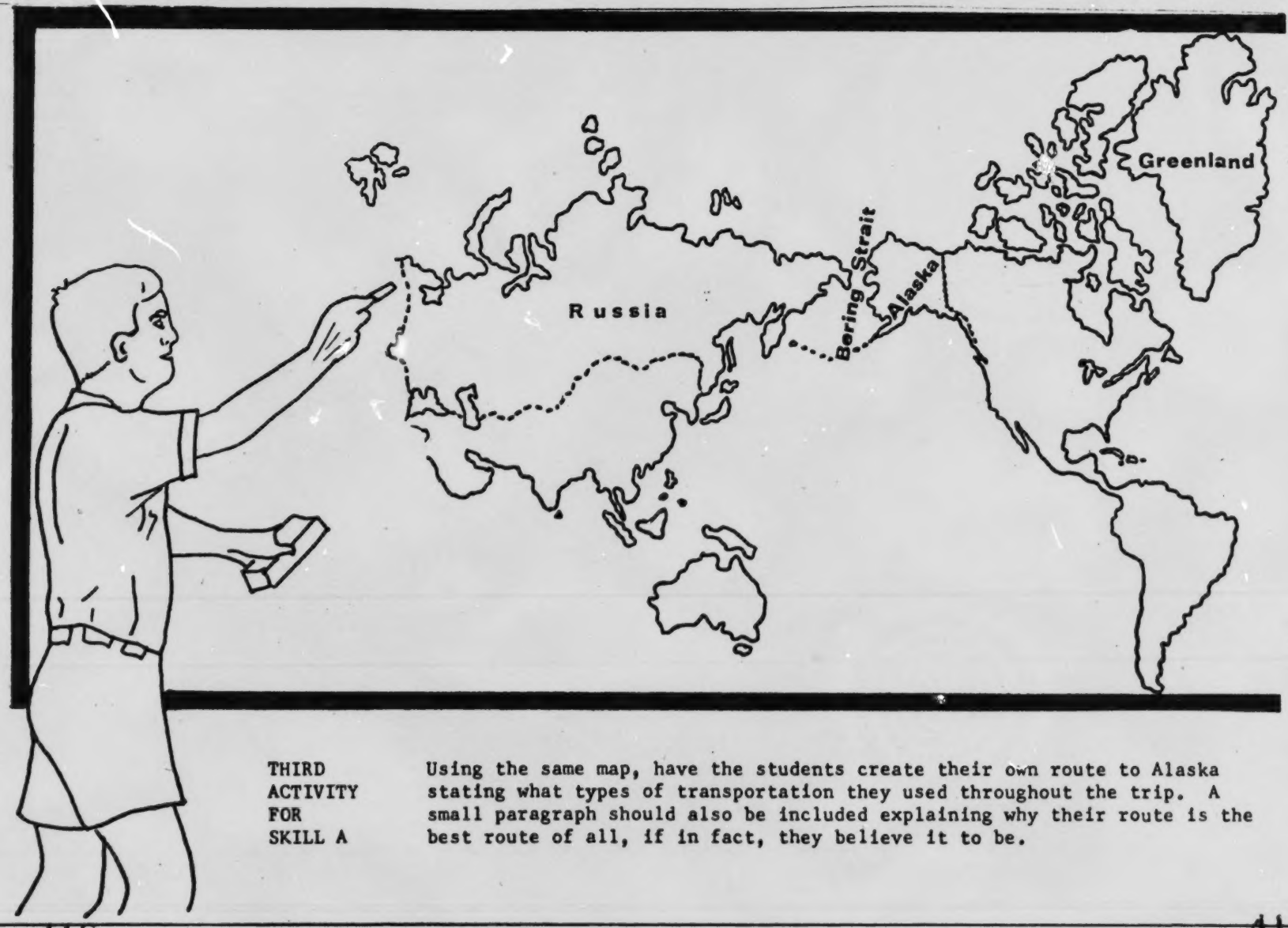


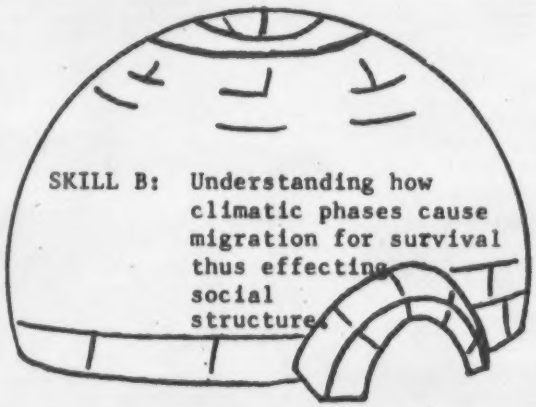
THIRD ACTIVITY FOR SKILL A

Using the same map, have the students create their own route to Alaska stating what types of transportation they used throughout the trip. A small paragraph should also be included explaining why their route is the best route of all, if in fact, they believe it to be.

FOURTH ACTIVITY FOR SKILL A

Have the children research how the migration of the Eskimo is similar to the migration of the Indian. The children can divide into two groups, one group being a tribe of Indians migrating and the other being an Eskimo tribe migrating. Have each group list the different routes and transportation utilized. Compare and contrast with group as a whole.

CRITERION: The children will give one theory as to where the Eskimos come from.



SKILL B: Understanding how climatic phases cause migration for survival thus effecting social structure.

VOCABULARY: migration
lifestyle

FIRST ACTIVITY FOR SKILL B

The class will be divided into two groups. One group will represent an American family, the other group will represent an Eskimo family. The American family will be responsible for explaining how they obtain food, methods of transportation utilized, the type of government they have, the type of housing they have, etc. The Eskimo family will answer the same type of questions using the encyclopedia as a prime source of reference. Unlike the American family, they will discover that their migration for survival created a social structure in which the search for food became the important rule: i.e., the Eskimos have no form of government and no chiefs, but do value successful hunters; or Eskimos continually migrate in search of food, thus no home is permanent.

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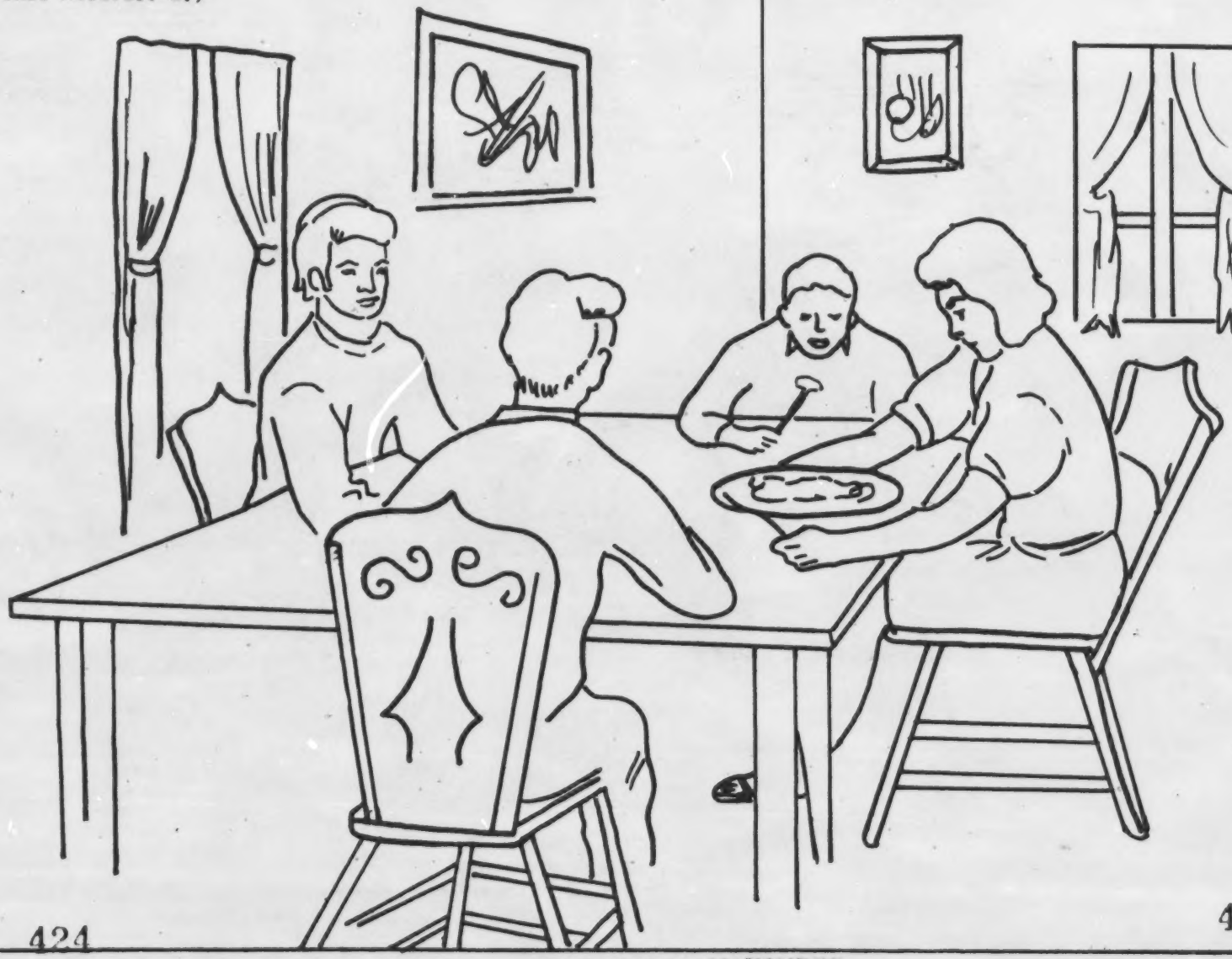

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(FIRST ACTIVITY b.)

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SECOND ACTIVITY FOR SKILL B

Now that the children are aware that food (survival) is of the highest importance within the Eskimo community, have the children create a list of activities of daily living in which without food, their social structure would be non-existant, i.e., lack of food creates few animal hides to use as clothing; lack of food creates little or no fuel to burn lamps. The children will be able to see how much survival of the Eskimo depends upon their animals for shelter, food, recreation, transportation and religion.

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THIRD ACTIVITY FOR SKILL B

Climatic Conditions

With an understanding of the Eskimo social structure, the children should be able to understand and state how climate effects their life-style, i.e., without the proper climate, their prime source of food would be nonexistent. Have the children discuss various types of climate that would upset the Eskimo life-style and then compare them with types of climate which would upset the Puerto Rican life-style and/or the Connecticut life-style.

CRITERION:	The children will write one reason as to how and why a specific climatic condition would affect the Eskimo life-style.

FOURTH ACTIVITY FOR SKILL B

The teacher can plan a trip to the Mystic Aquarium, Mystic, Connecticut, to view exhibits of seals commonly found in the regions where the Eskimos lived, along with other exhibits.

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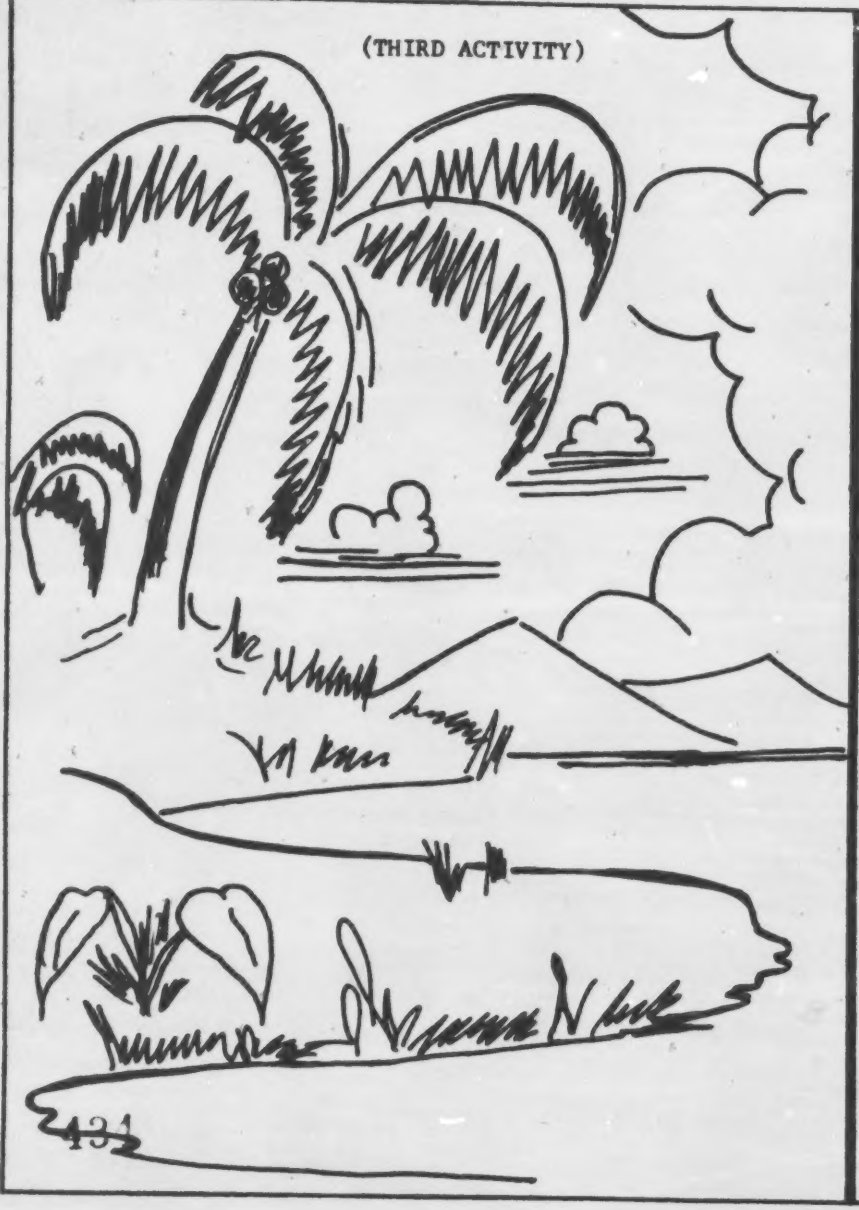
(THIRD ACTIVITY)



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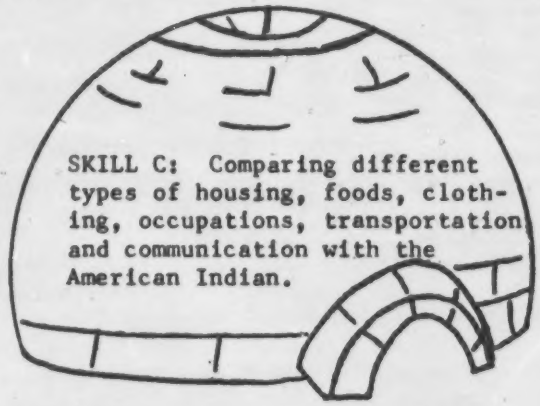

SKILL C: Comparing different types of housing, foods, clothing, occupations, transportation and communication with the American Indian.

VOCABULARY: occupation
transportation
housing
clothing
communication

FIRST ACTIVITY FOR SKILL C

Using an encyclopedia as a resource, have the children divide into two groups; one group to investigate the life-style of the American Indian and the other investigating the life-style of the Eskimo. Each group should answer the following questions: (1) What types of housing are used? What are they made of?; (2) What types of food are eaten? What animal or animals are the prime source of food?; (3) What types of clothing do they wear and how do they relate to the climatic conditions?; (4) What is the major occupation?; (5) What types of communication and transportation are used?

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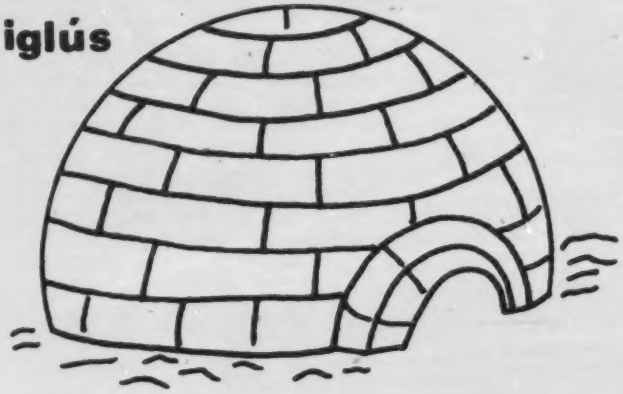

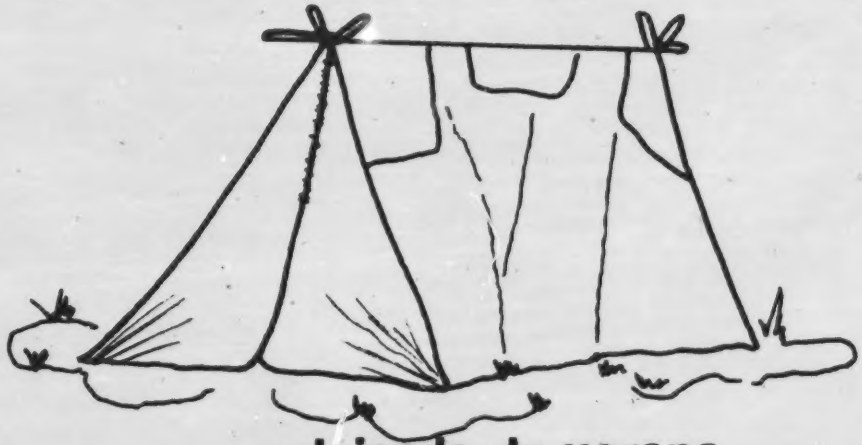

vivienda de verano

kayak

redes para cazar pájaros

arpón

SECOND ACTIVITY FOR SKILL C

A wall chart can be made by each of the two groups using pictures to identify major types of occupations, communication, transportation, housing, clothing and foods of the American Indian and of the Eskimo. Six columns can be set up identifying each of the areas, with a space to provide a picture specifying the type of each group. See illustration.

	OCCUPATION	COMMUNICATION	TRANSPORTATION	HOUSING	CLOTHING	FOOD
ESKIMO						
AMERICAN INDIAN						

THIRD ACTIVITY FOR SKILL C

The charts can be used for discussion, noting the similarities and differences of the American Indian and the Eskimo. The children should be aware of why the differences exist, (i.e., if the Eskimo were to live in an area where American Indians live, would their clothing, food, housing, etc., be the same, or would it be like that of the Indian and why?).

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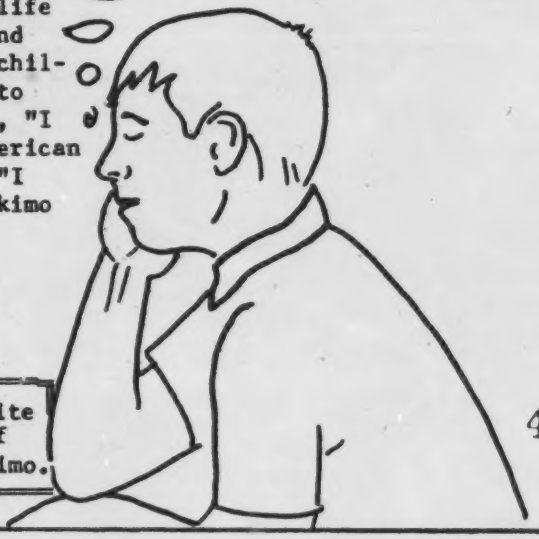
FOURTH ACTIVITY FOR SKILL C

With an understanding of the different ways of life the American Indians and the Eskimos have, the children are now prepared to write a short essay on, "I Would Like to be an American Indian because..." or "I Would Like to be an Eskimo because..."



CRITERION: The children can write six differences in life-style of the American Indian and the Eskimo.

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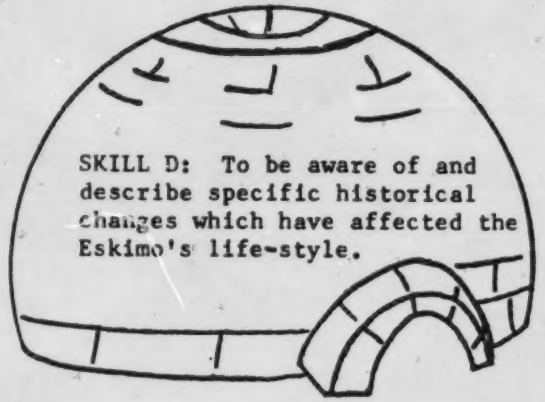

SKILL D: To be aware of and describe specific historical changes which have affected the Eskimo's life-style.

VOCABULARY: disease
trade
industry

FIRST ACTIVITY FOR SKILL D

Using an encyclopedia, or similar text, the children and the teacher can investigate the history of the Eskimo. Such topics as: Eskimo and white man relationship; how the white man changed the environment in the Western Arctic; health problems that occurred due to civilization; education.

SECOND ACTIVITY FOR SKILL D

The children can re-enact the history of the Eskimos. Have the class decide as a whole the events in history which had the greatest impact upon the Eskimo life-style and environment. These main events can be role played by small groups of children in sequence. Each group will be given a particular event to re-enact and they will determine how they will reproduce that time in history. One child can become the narrator and if possible, video-taping of the history can be done to play back to the children.

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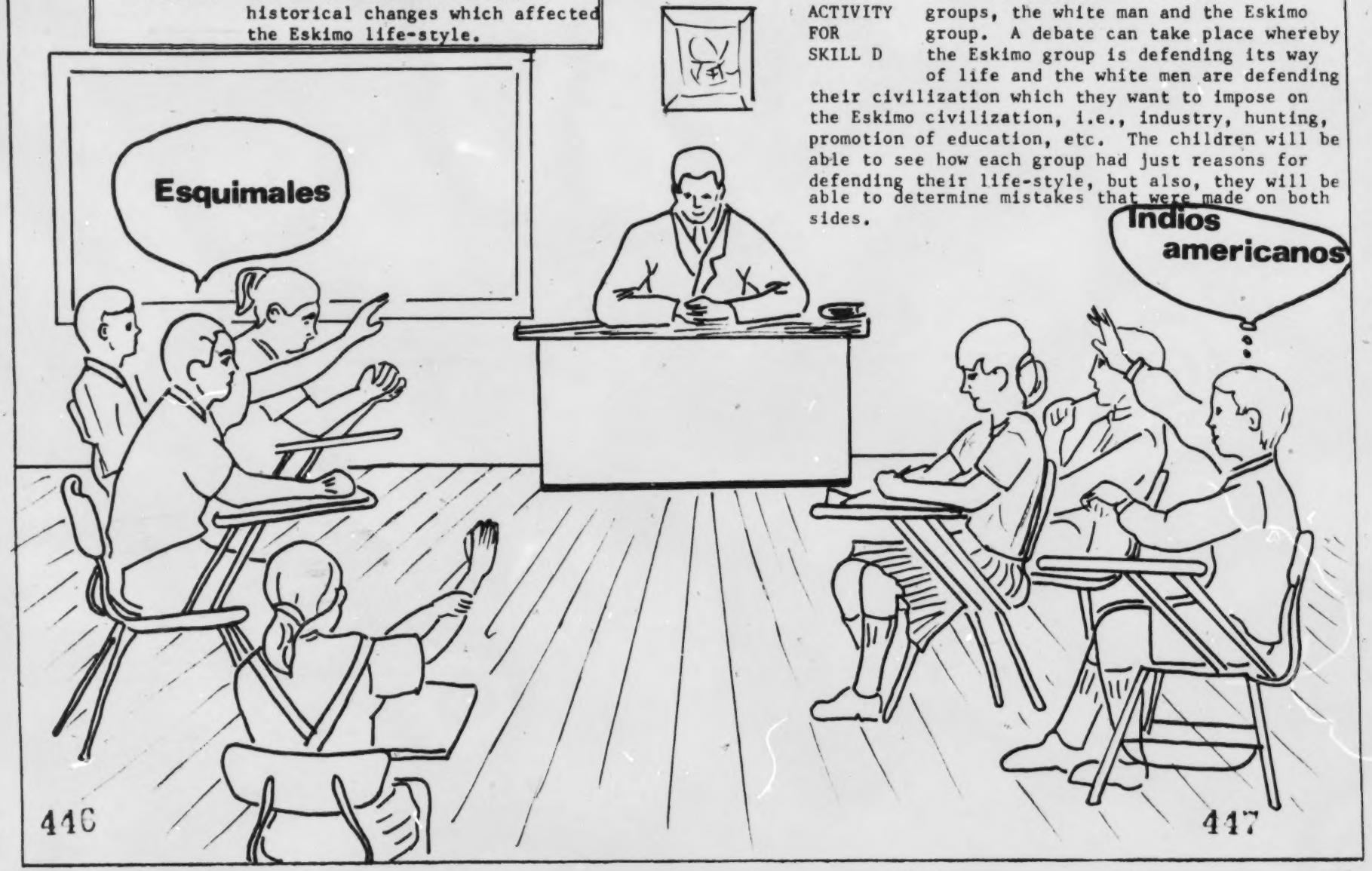
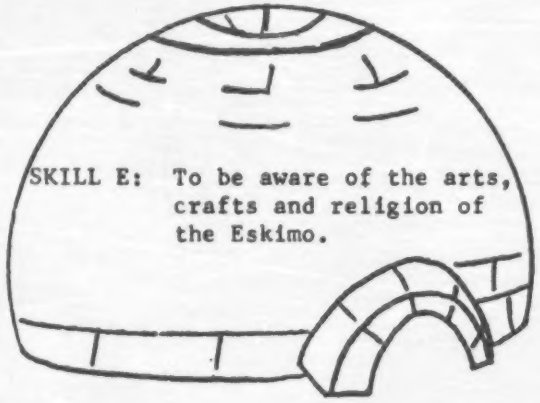
CRITERION: The children can write three historical changes which affected the Eskimo life-style.

THIRD ACTIVITY FOR SKILL D: Have the children divide into two groups, the white man and the Eskimo group. A debate can take place whereby the Eskimo group is defending its way of life and the white men are defending their civilization which they want to impose on the Eskimo civilization, i.e., industry, hunting, promotion of education, etc. The children will be able to see how each group had just reasons for defending their life-style, but also, they will be able to determine mistakes that were made on both sides.





SKILL E: To be aware of the arts, crafts and religion of the Eskimo.

VOCABULARY:
kayak
seal
whale
ritual
anakok

FIRST ACTIVITY FOR SKILL E

Religion centers around the food supply of the Eskimo and anything related to it, i.e., the seal, walrus and whale have souls. Many rituals have developed within their religion, i.e., when an Eskimo dies, his body is placed in a caribou skin and left under a pile of stones or merely on the ground to decay. Food and weapons are placed near the body to ward off evil spirits and allow the soul to reach the afterworld. Have the children investigate some of the religious beliefs of the Eskimo and compare them to the religious beliefs and rituals of other groups.

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SECOND ACTIVITY FOR SKILL E

The Eskimo medicine man or angakok is a guardian spirit who not only heals, but also predicts weather for the Eskimos and brings good luck to hunters. Have the children think of other cultures where an angakok exists (i.e., American Indian).

CRITERION:	The children will be able to name three religious beliefs of the Eskimos and one type of art.

THIRD ACTIVITY FOR SKILL E

Being skilled woodworkers, the Eskimos create beautiful reproductions from bone and ivory. Have the children bring in a bar of ivory soap and carve an Eskimo symbol - a kayak, seal, whale, fish, etc.

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(THIRD ACTIVITY)

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UNIT VII: AMERICAN INDIANS

SKILL A: To describe one theory as to when, how, and why the Indians came to different parts of America.

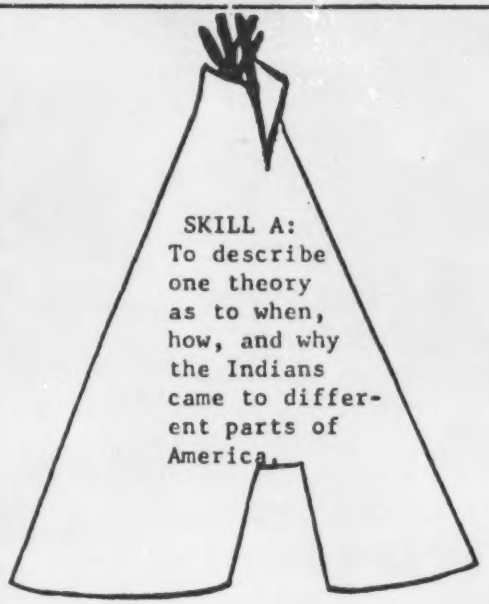
SKILL B: To understand and explain how the coming of the white man affected the Indian life-style and how the American Indian affected the life-style of the white man.

SKILL C: To distinguish the Indian political and social structure in comparison to other social structures studied.

SKILL D: To understand the ways in which the Indians traded.

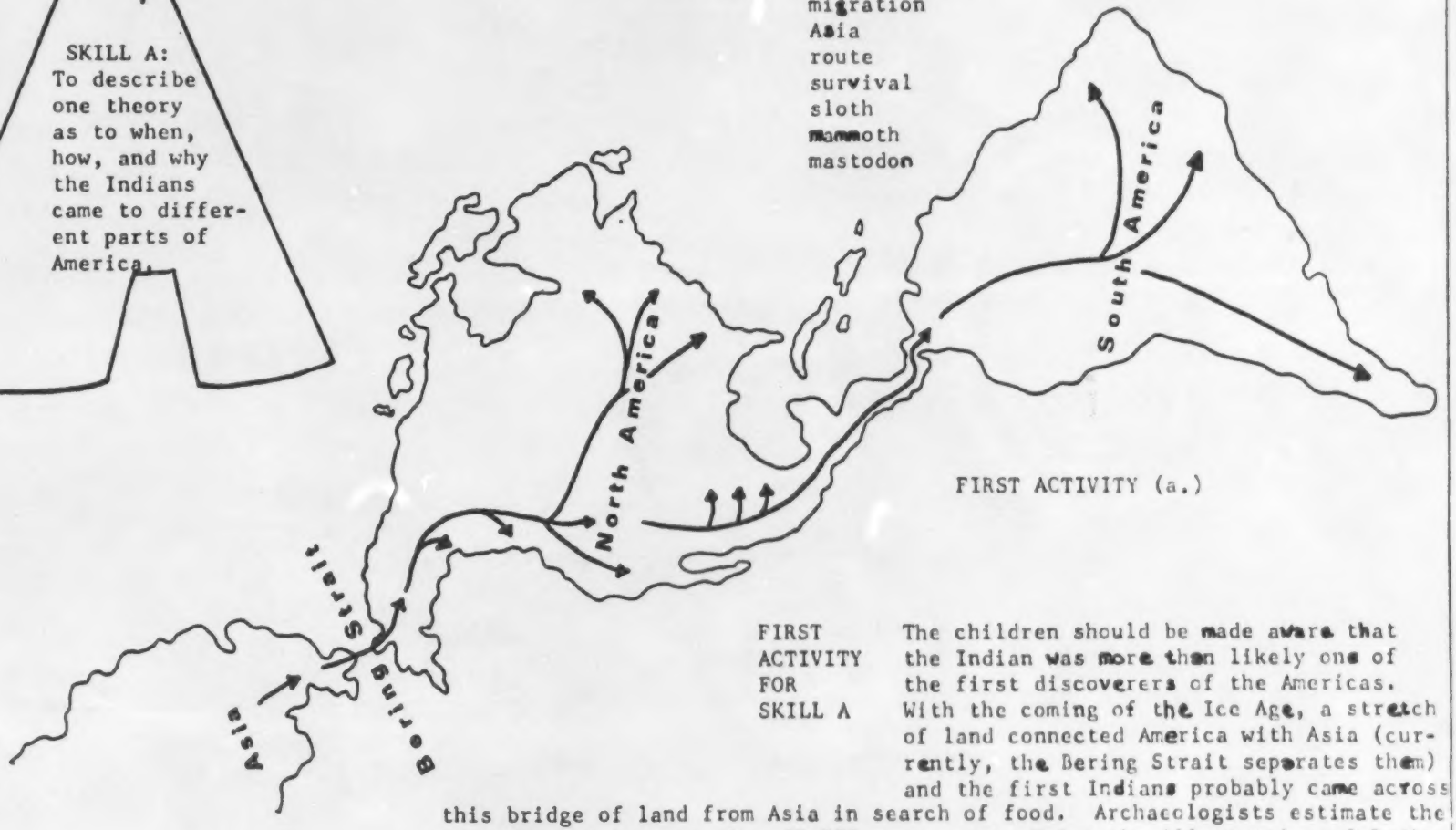
SKILL E: To acquire an elementary understanding of the historical background of transportation and communication and the gradual process in its development.

SKILL F: To recognize some of the differences among the various tribes of American Indians.



SKILL A:
To describe one theory as to when, how, and why the Indians came to different parts of America.

VOCABULARY: Bering Strait
migration
Asia
route
survival
sloth
mammoth
mastodon



FIRST ACTIVITY (a.)

FIRST ACTIVITY FOR SKILL A

The children should be made aware that the Indian was more than likely one of the first discoverers of the Americas. With the coming of the Ice Age, a stretch of land connected America with Asia (currently, the Bering Strait separates them) and the first Indians probably came across this bridge of land from Asia in search of food. Archaeologists estimate the migration to be more than 20,000 years ago. Using the illustration of Indian migration, have the children trace the route as a class. An opaque projector can be used to enlarge the illustration and provide the children with an excellent model.

FIRST ACTIVITY (b.)

SECOND ACTIVITY FOR SKILL A

As the Indians migrated from Asia, they progressed across the Americas in search of food. The following selection or one similar could be read to the children, with questions following to check comprehension.

Por millones de años, los indios sobrevivían por medio de la caza. Los animales que ya están extintos, como la pereza grande, el mamut y el mastodonte, vivían allí en ese tiempo y eran cazados por los indios primitivos. Donde quiera que los rebaños viajaban, también los indios lo hacían, haciendo más difícil permanecer en un área. Gradualmente, sin embargo, estos animales llegaron a extinguirse y eso forzó a los indios buscar en la tierra la comida. Los indios se dispersaban por toda las Américas: los indios de la llanura llegaron a ser agricultores y cazadores de búfalos; los indios del este llegaron a ser agricultores de maíz, papas, calabaza y otras plantas. Con la agricultura, algunas tribus no tenían que pasar tanto tiempo cazando para la comida y ellas podían construir hogares permanentes, pueblos, y desarrollar las artes. Por eso, el indio emigraba a través de las Américas en busca de comida y permanecía donde los manantiales eran abundantes.

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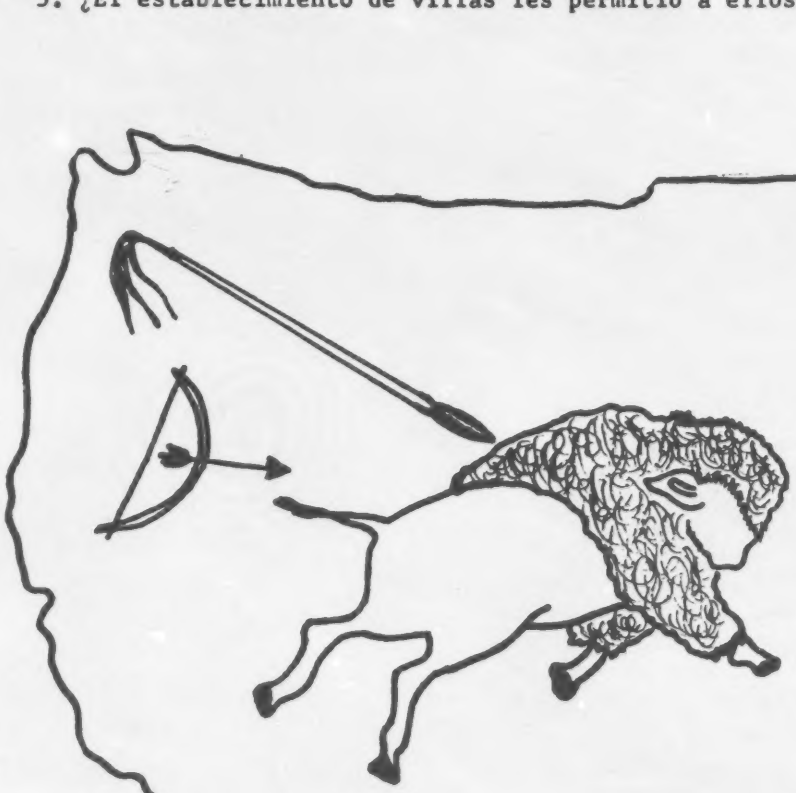
1. ¿Por qué emigraban los indios a través de las Américas?
2. ¿Por qué comenzaron la agricultura los indios?
3. ¿Qué causó que los indios establecieran casas permanentes?
4. ¿Qué tipos de comidas originalmente comían los indios y qué tipos de productos comenzaron ellos a cultivar en las fincas? Contrasta y compara.
5. ¿El establecimiento de villas les permitió a ellos tiempo para qué tipos de actividades?



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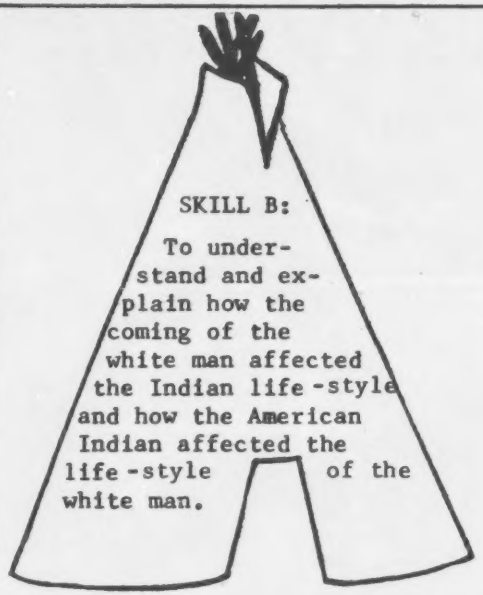
SECOND ACTIVITY (a.)

THIRD ACTIVITY FOR SKILL A

Have the children pretend they were Indians migrating to a particular area of their choice within the Americas. They are to write a paragraph creating an imaginary situation where they were forced to migrate, how they migrated, and why they migrated.

CRITERION: Children will be able to explain one theory as to why and how the Indians came to settle in the Americas.


SKILL B:
To understand and explain how the coming of the white man affected the Indian life-style and how the American Indian affected the life-style of the white man.

VOCABULARY: invasion

FIRST ACTIVITY FOR SKILL B	Using the Eskimo as a contrasting example, discuss with the children how they think the invasion of the Indian by the white man is similar to invasion of the Eskimo by the white man (see Unit VI Eskimo). The teacher could ask the students to think about and answer the following question: ¿Cuáles son algunas de las ventajas de la venida del hombre blanco y cuáles son algunas de las desventajas de esto? (i.e., quitando la tierra a ellos, matando los búfalos, construyendo el ferrocarril vs. enseñando a ellos, etc.)
SECOND ACTIVITY FOR SKILL B	Have the children close their eyes and imagine they are Indians: ¿Qué influencia traería el hombre blanco que causaría cambios en la vida del indio? (i.e. enfermedad, licor, guerra, industria, armas de fuego, etc.)

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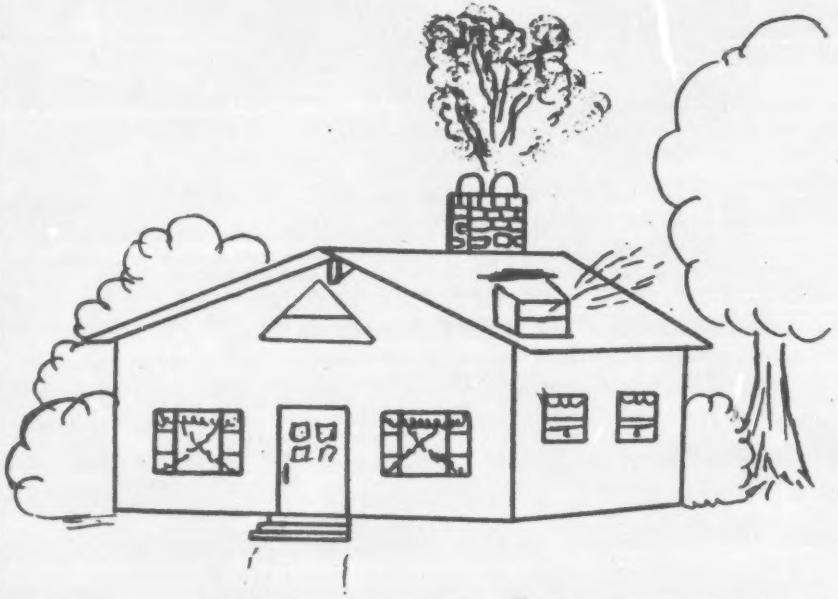
THIRD ACTIVITY FOR SKILL B

The teacher will read a selection about the Indians' knowledge of how warm air and smoke rise. At the end of the selection there are different examples of how warm air and smoke rise, which the children can do themselves in the classroom, provided that the proper materials are present.

Los indios sabían que el humo y el aire caliente suben. A ellos les gustaba tener fuego en el "tepee." Se sentaban al lado del fuego y escuchaban al hombre sabio contar sus cuentos. Sin embargo, nunca querían que el tepee se llenara con el humo, y por eso tenían un hueco en la parte de arriba del tepee. El humo subía y salía por el hueco.

Hoy día hacemos altas chimeneas en los hogares. Las chimeneas permiten que el aire suba y salga por el hueco de arriba. Cuando hace mucho calor en el cuarto, abrimos las ventanas en la de arriba. El aire caliente sube y sale por la ventana. La mejor manera de hacer que la temperatura de un cuarto sea templada es abrir las ventanas de la parte de arriba de la casa.



THIRD ACTIVITY (a.)

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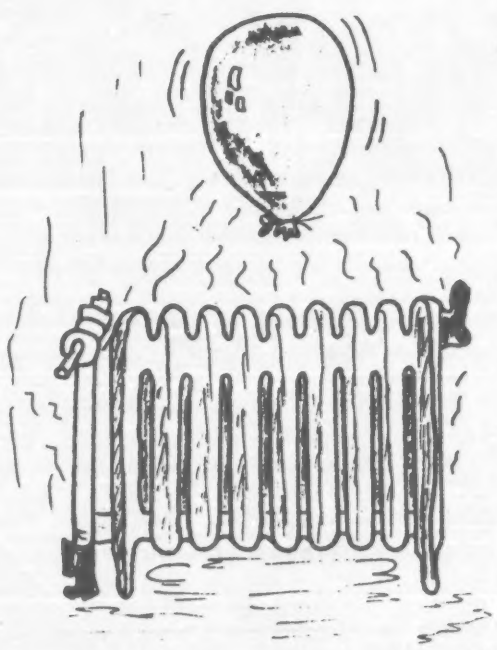
THIRD ACTIVITY (b.)

Los indios enviaban mensajes de humo a sus amigos usando el fuego. El humo del fuego subía mucho en el aire. Ellos cubrían y destapaban el fuego rápidamente con una manta, haciendo varias bocanadas de humo. Usando las bocanadas de humo establecieron un código de señales, lo cual sus amigos entendían.

Puedes probar que el aire caliente y el humo suben. Sopla un globo ahora, sostén el globo sobre un radiador caliente. El radiador hará que el aire dentro del globo se ponga caliente. El aire caliente causará que el globo suba. Sostén una tira de papel delgado sobre el radiador caliente. Mira como el aire caliente sobre el radiador hace que el papel suba. Observa, cuando alguien apaga un fósforo, como el humo sube.



FOURTH ACTIVITY FOR SKILL B

The teacher will talk about how the Indians knew how to keep certain foods from spoiling. After the teacher talks about this the children will perform their own experiments to see just how we can dry foods to keep them from spoiling.

Los indios sabían como preservar algunas comidas sin dañarse, utilizando el método desacarlas. Secaban la carne y la pesca por el método de colgarlas al sol. También secaban estas comidas sobre el fuego. Preparadas de esta manera, la carne y la pesca se preservaría por un largo tiempo sin dañarse.

Hoy día secamos algunas frutas y vegetales para que no se dañen. Secamos las uvas en el sol caliente para hacer pasas. Secamos las ciruelas para sacar ciruelas pasas.

Puedes probar que cuando las comidas se han secado, no se dañan. Pon unas uvas, una ciruela, algunas pasas, y ciruelas pasas en un plato. Déjalas en la mesa. Después de algunos días, observa las frutas en el plato. Las uvas y la ciruela estarán dañadas. Pero las frutas secas - las pasas y las ciruelas pasas - todavía estarán buenas para comer.

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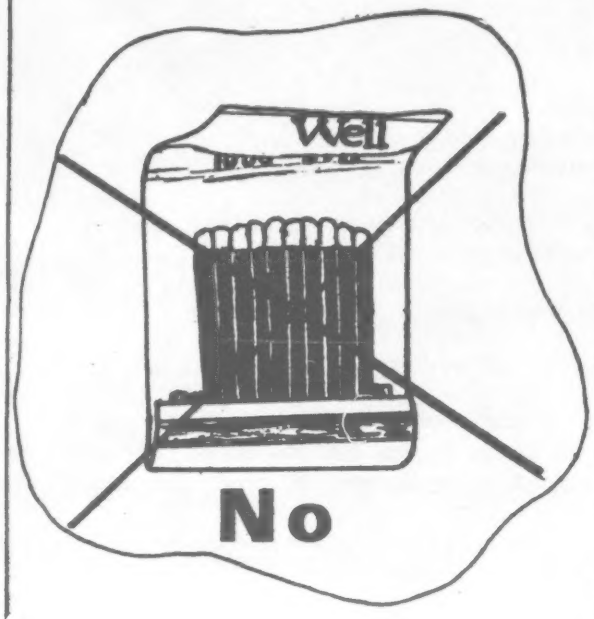
FIFTH ACTIVITY FOR SKILL B

The teacher will read a very brief selection about how friction between two objects causes heat and in some cases fire. After the teacher finishes reading she can ask the children some questions to test their comprehension (these appear after the reading).



Los indios sabían que cuando se frotan dos cosas juntas se produce calor entre ellas. Este proceso de frotar las cosas una contra la otra se llama "fricción." Algunas veces la fricción entre dos objetos puede crear un fuego. Los indios no sabían nada de los fósforos. Ellos frotaban dos piezas de madera juntas. Frotaron tanto la madera hasta que el polvo de la madera llegó a estar tan caliente que empezó a quemarse. Con esta madera quemada los indios hicieron sus fuegos.

Hoy día los "Boy Scouts" a veces hacen fuego de la misma manera que los indios lo hicieron. Puedes probar que frotando dos cosas una contra la otra crea un calor. Frota las palmas de tus manos una contra otra, bien rápido y fuertemente. ¿Sientes el calor?

1. ¿Qué se causa cuando dos cosas se frotan una contra la otra? (calor)
2. ¿Qué se crea con el proceso de frotar dos cosas una contra la otra entre ellas? (fricción)
3. Frota dos cosas fuertemente y luego toca cada una donde ocurrió la fricción. ¿Qué observas?

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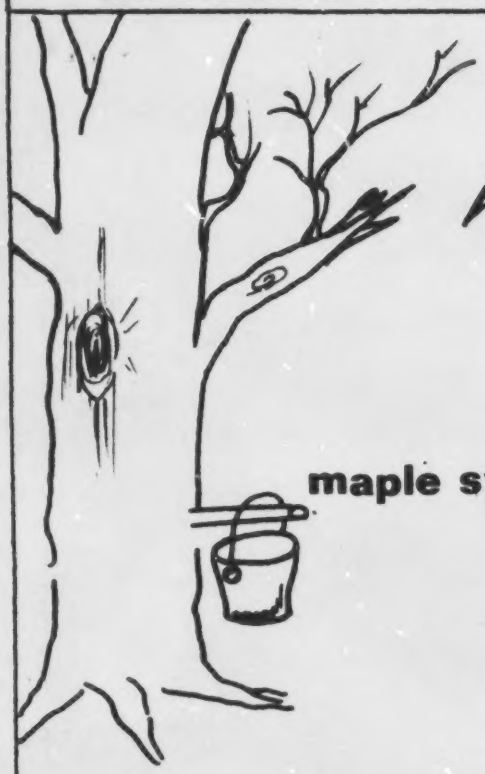


habichuelas

pescado

maíz

Palabras:

SACHEM
PAPOOSE
SQUAW
HOMINY
SUCCOTASH
QUAHOG
TOBOGGAN

maple syrup

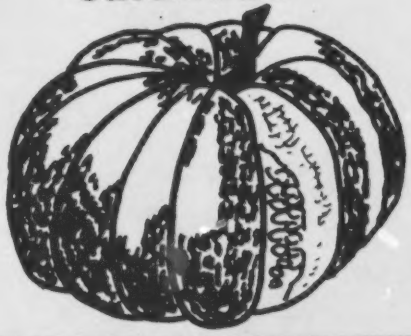
maní

tomahak

tobogán

tabaco

calabaza



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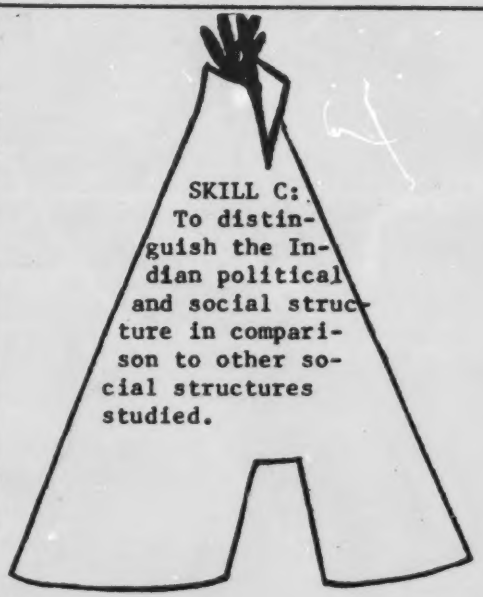
SIXTH ACTIVITY FOR SKILL B	The children will be provided with an illustration that shows and names some Indian contributions to our culture which can be used as a topic for class discussion.

CRITERION:	Children will give two examples, written, of how the white man affected the Indian life-style and two written examples of how the Indians contributed to the white man's way of life.



SKILL C: To distinguish the Indian political and social structure in comparison to other social structures studied.

VOCABULARY:
clan
moieties
chiefs
councils
ceremonies
nomadic
inherited
medicine man
shaman
ritual

FIRST ACTIVITY FOR SKILL C

The teacher will invite the children to read the following selection about the tribal life of the American Indians. She will then ask them to answer the comprehension questions that follow the reading selection. The answers to the questions may be written out and then discussed as a class.

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LA VIDA DE LA TRIBU

La mayoría de las tribus estaban unidas por lazos familiares, asociación de un clan, y una lengua común. Clanes, o grupos de gente descendían de la misma línea familiar, componiendo un tipo de tribu. Se consideraban hermanos, y rara vez se casaban con una persona dentro de su mismo clan. A veces un clan era dividido en mitades, llamados "moieties", con muchos clanes en cada mitad. Entre muchas tribus, los miembros de un "moiety" ayudaban uno al otro en las ceremonias y frecuentemente competían unos contra otros en los juegos. Nadie podía casarse con otro miembro de su propio "moiety'.

Habían dos tipos de tribus indias; las que permanecieron en un lugar y formaron pueblos, y las que viajaban de un lugar a otro (nómadas). Cada pueblo o tribu tenía un cacique o líder. Un indio usualmente llegaba a ser cacique por una de dos razones: (1) a veces heredaba la posición; (2) a veces un indio con mucha riqueza o el mejor guerrero se hacía cacique a sí mismo. Un cacique usualmente no era un gobernante - no podía hacer que la tribu hiciera lo que él quería. Si no, el cacique era considerado como el padre y maestro de la tribu; él les aconsejaba y trataba de resolver sus problemas.

Los concilios (consejos) eran los grupos que tenían la verdadera autoridad y el poder sobre la tribu, y se componían de todos los hombres adultos del pueblo o tribu. Cada noche tendrían una reunión y discutirían los problemas del día. Ninguna acción se tomaría en un problema hasta que todos estuvieran de acuerdo uno con el otro. Si una sola persona no estaba de acuerdo con el resto del concilio, entonces olvidarían el problema. El hombre blanco no podía entender este tipo de democracia. Ellos esperaban que fuera el jefe de la tribu quien hubiese desarrollado un tipo de democracia diferente a lás que ellos hubíesen visto en alguna otra parte.

1.) Nombra y compara los dos distintos tipos de grupos que componían una tribu.

2.) Nombra y compara los dos diferentes tipos de tribus.

3.) ¿Cómo se llegaba a ser un cacique?

4.) ¿Cuál era el papel del cacique?

5.) ¿Qué grupo hacía las decisiones en la tribu? ¿Cómo las hacían?

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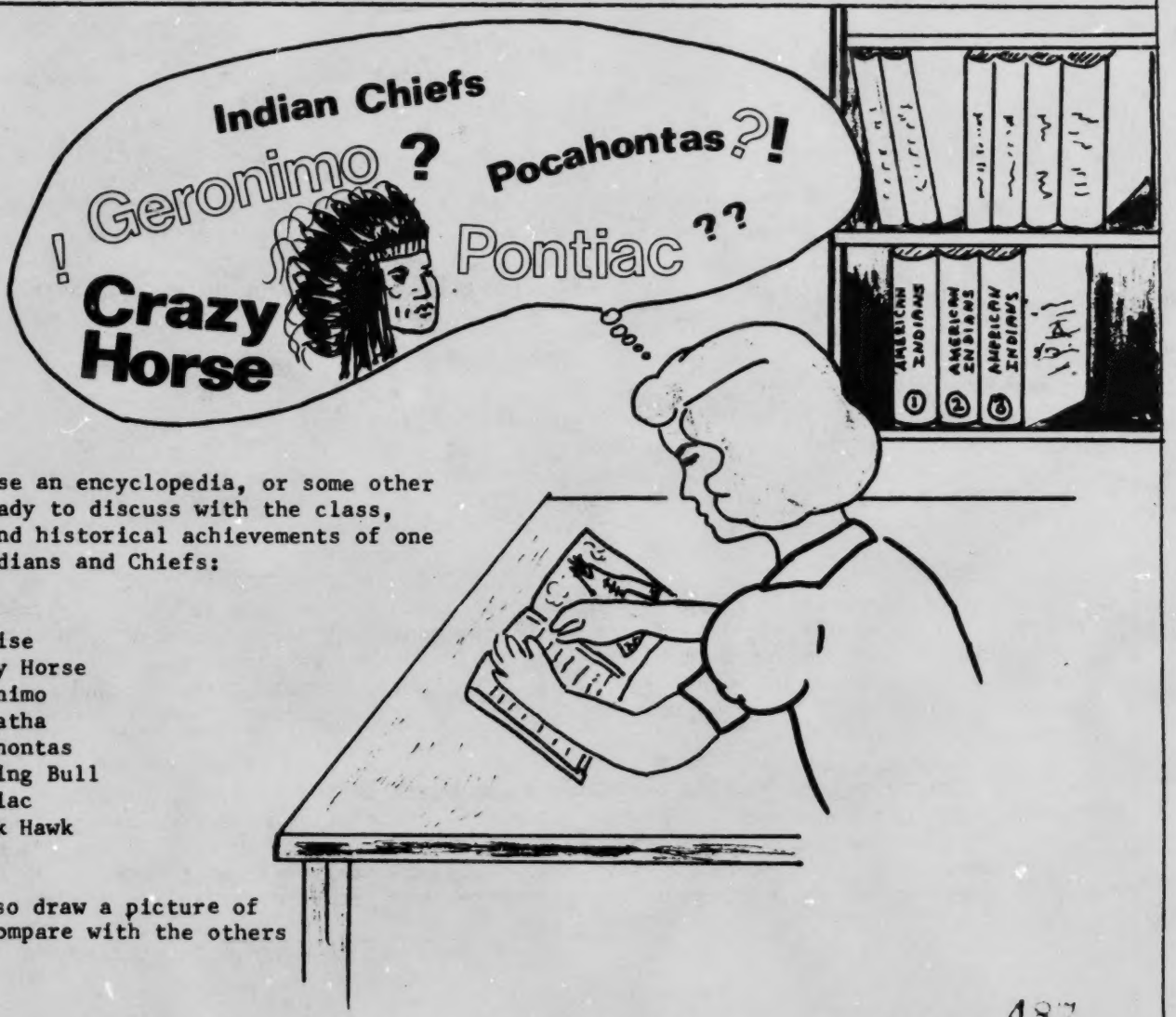


SECOND ACTIVITY FOR SKILL C

Have the children use an encyclopedia, or some other resource, and be ready to discuss with the class, the personalities and historical achievements of one of the following Indians and Chiefs:

a) Cochise
b) Crazy Horse
c) Geronimo
d) Hiawatha
e) Pocahontas
f) Sitting Bull
g) Pontiac
h) Black Hawk

Each child could also draw a picture of his/her Indian to compare with the others in the class.

THIRD ACTIVITY FOR SKILL C

The teacher will read a brief selection on the medicine man, or shaman, and his role in the tribal organization, after which the children may recite an oral ritual saying:

Se creía que el "shaman" o curandero tenía espíritus guardianes especiales, los cuales le proveían poderes mágicos. Sus poderes mágicos le permitían hacer la lluvia o hacer que su tribu ganara durante una guerra. Su función más importante, sin embargo, era curar a los enfermos. "Sitting Bull", un cacique de guerra fue también un gran curandero. Los curanderos tenían que recordar todas las ceremonias, canciones, y rituales que la tribu había ejecutado. Diferentes tipos de máscaras se usaban para los diferentes tipos de ceremonias. Ellas se hacían que se parecieran a figuras de animales o de seres espirituales.

The following is an example of one type of Indian ritual for a medicine man. Have the children practice reading it individually or as a group with expression:

Ritual del Curandero

El curandero encendía el fuego, usando el viejo método indio. Bajo la iluminación del fuego él recitaba este ritual, el cual era cogida de una ceremonia de los Pawnee y llamada el "Hako":

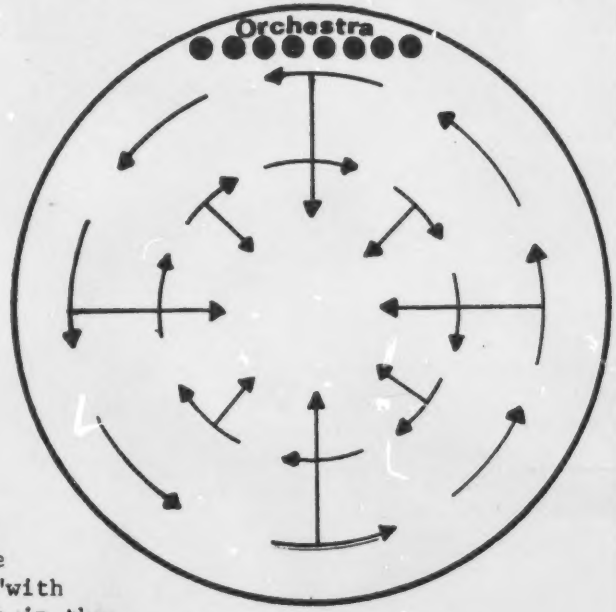
Yo no sé si la voz del hombre puede alcanzar el cielo;
Yo no sé si el Poderoso nos oirá rezar;
Yo no sé si los regalos que yo pido serán concedidos;
Yo no sé si la palabra del viejo ha sido recibida;
Yo no sé qué pasará en los días que vienen;
Espero que solamente lo bueno vendrá, mis niños, para ustedes.

Entonces él hace un fuego y cuando viene la flama, dice:

Ya yo sé que la voz del hombre puede alcanzar los cielos;
Ya yo sé que el Poderoso me ha oído cuando yo recé;
Ya yo sé que la palabra del viejo - verdaderamente la hemos oído;
Ya yo sé que Tirawa Atius, El Cielo, nuestro Padre, oye las oraciones de estos hombres;
Yo sé que lo bueno, y lo bueno sólo, ha venido, mis niños, para ustedes.

FOURTH ACTIVITY FOR SKILL C

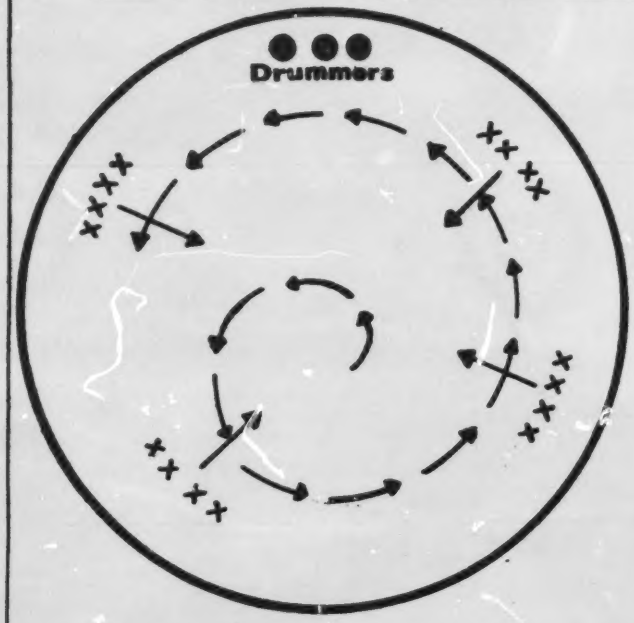
The teacher will explain one type of Indian social dance to the children and then she may ask the class to participate and do this dance.



Social Dance

SOCIAL DANCE

For this dance, those taking part form two circles, one inside the other. The inner and smaller circle moves "with the sun" - that is, from right to left. The outer goes in the opposite direction. Both circles use the side step. The singers form a line to one side, the ones with drums being in the center. The circles move completely around three times. Then at a signal on the drums the dancers, using the toe-heel step, close in toward the center, where they form a compact mass. There they stop, bend down, and give a long-drawn-out wolf howl. They then turn and dance back to their original positions, where at another drum signal they move about as before. After repeating these movements three times the dance is ended.



War Dance

FIFTH ACTIVITY FOR SKILL C

The teacher will explain the importance of the War Dance to the Indian cultures and then the entire class may participate in a typical War Dance by following the steps explained below:

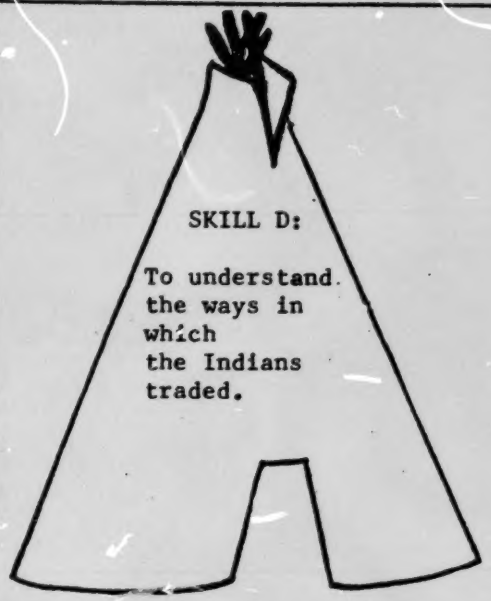
WAR DANCE

Before war parties started out they would gather to sing, dance, and perform religious ceremonies which were supposed to insure success to their expedition. The dances had as their object the arousal of courage and enthusiasm for war. The dancers are divided into four groups, who seat themselves, facing the center, in the four corners of the dance ground. They carry clubs, crossbows or lances, and shields. The orchestra is seated in the rear. A roll on the drums followed by three sharp beats is the signal for the dance to begin. At the third beat the dancers rise and dance with a rapid hop step toward the center. Lances are extended, clubs raised as if to strike, and it appears as if the opposite groups are about to attack each other. They come together with a yell. The drum-time becomes slower and the step changes to a slow toe-heel. The dancers form an irregular circle and begin acting out war experiences. At first their movements are slow and stealthy. By their gestures they show the way of advancing on an enemy, by hunting out and following up the track, discovering the enemy, and preparing for the attack. This takes three rounds. Then with a double drum-beat as a signal, the time and step change again to a rapid hop. Arms and legs are now lifted at sharp angles; the body is bent and raised with sudden and varied movements, as in a charge, or as if dodging arrows or warding off blows of weapons. All this is done in time with the music. Each dancer acts out his story without regard to what the others are doing, so that at the same instant one might be seen in an attitude of attack, another of defense, drawing the bow, striking with the war club, some listening or waiting an opportunity, and others of striking a foe. This action takes place while the dancers circle around four times.

Then the drum-time changes for the rapid flat-foot step. With this step the dancers divide into groups of three and not more than four. In each group one dancer takes an attitude of defense, while the others attack him. He swings his shield from face to face and thrusts his lance, all in time with the music. The attackers pretend to snatch at his weapons and fight him off. Clubs are struck together and lances and bows are struck on the shields. The lone fighter gradually drives the others back.

Once more the drummers increase their beat to rapid hop-step time. At first it is rather slow, but the time increases, reaching its climax as the dance ends. The dancers again take fighting attitudes, making sudden rushes and charges as they shout war cries. Finally, they gather in a compact group in the center, hold their weapons high overhead, and together give a loud yell. They then break into their original groups and dash out.

CRITERION:	The children will be able to list three (3) aspects of the way Indian tribes are organized and compare them to the way other societies are organized.



SKILL D:

To understand the ways in which the Indians traded.

VOCABULARY:

wampum
barter
moccasins
beadwork
husk mask

FIRST ACTIVITY FOR SKILL D

To get the children motivated, the teacher will begin by asking them how we could live in a system without money as we know it. The children should be able to write one paragraph explaining their system of exchange of services.

FIRST ACTIVITY FOR SKILL D

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SECOND ACTIVITY FOR SKILL D

The Indians had no money system. Instead, they bartered, trading one product for another more needed, or trading services for another more needed. Indians used objects as we use money. Some of their objects were shells (money) which were referred to as wampum. Tribes in the Plains used furs as a trade system. Have the children make some of the following articles and set up a system of trade for either the articles or for exchange of services.

THIRD ACTIVITY FOR SKILL D

The children will construct:

POTTERY

Roll the clay into a round, long piece for coiling. Make sure it is about the same diameter throughout. (Figure 1.)

For the base, cut a flat, round piece of clay about 1½ inches in diameter. From this base, start spiraling your coil (Figure 2.).

Continue to build the coiled clay up and out to the desired shape. Wet your fingers and blend the coils together to make a smooth surface. (Figure 3.)

When shaped, allow your bowl to dry thoroughly, or put it in a warm oven until dry. Finish by painting on a design.

Fig.1

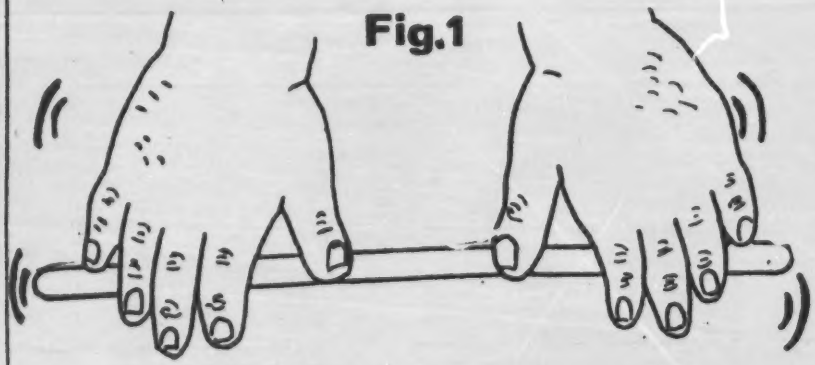


Fig.2

Fig.3

FOURTH ACTIVITY FOR SKILL D

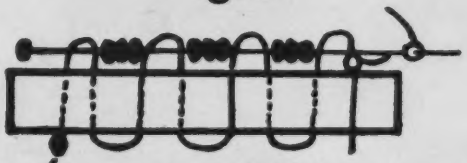
The children will do:

BEADWORK

Fig.1

You can either buy your beads or use tubetini macaroni. There are many ways of doing beadwork. You can sew beads to to a surface one at a time, or you can sew them down by stringing three beads, stitching them into the fabric, adding three more beads, etc. (As seen above.)

Fig.2



Or, using two needles, string beads on one thread and lay it across the fabric. With the other needle and thread, catch the strings of beads between every third bead. (As seen above.)

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FIFTH ACTIVITY FOR SKILL D

The children will make:

MOCCASINS

To make a pattern for this western-type Dakota moccasin, take a sheet of brown paper about 14 inches square. Fold it in half. Place your left foot a ½ inch from the fold of the paper and trace around it. Add 1 inch extra all around the tracing of your foot and straight across the back. (Figure 1.)

Mark off the cut line and the cross line. (Figure 2.)

Now trace your pattern on soft leather or heavy fabric. Cut out. With a heavy thread and large needle, sew the toe and around the side. (Figure 3.)

If using leather, it will be necessary to poke holes as you go. Leave the back open. Try on the moccasin. (Figure 4.)

Fit the heel and pin the edges together. Cut as shown, making a flap. (Figure 5.)

Sew up the heel. Fold up flap and sew. (Figure 6.)

Cut slits about 1 inch apart and run a lacing cord through. Fold down cuffs. (Figure 7.)

This makes a low moccasin with a small cuff. If you wish higher ones, before you lace it, sew on a 2 inch strip around the top. For the tongue, cut a piece of 1-½ x 3 inches and sew it to the cross cut. Follow same procedure for the right foot. (Figure 8.)

Innersoles (from the dime store) will give your moccasins more shape. Beadwork sewn on makes these moccasins more attractive. (Figure 9.)

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Fig. 1

Fig. 2

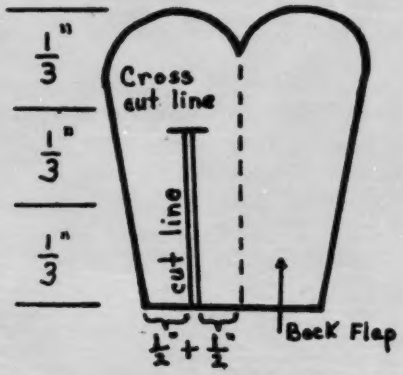

Fig. 3

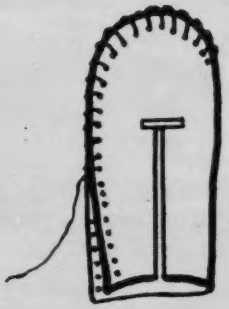

Fig. 4

Fig. 5

Fig. 6

Fig. 7

Fig. 8

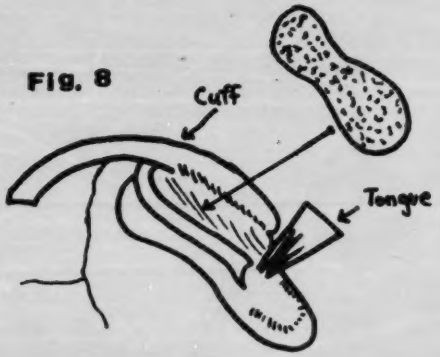

Fig. 9

SIXTH ACTIVITY FOR SKILL D

The children can construct blankets resembling the ones that the Indians made to use for their trade system. Blankets were a very popular item used in the exchange of goods.

BLANKETS

Make a loom by suspending a stick from a horizontal support. Tie on vertical strings to make the warp. Tie a weight at the bottom of each string. (Figure 1.) (The Navajo indians weighted their looms by tying a loop at the bottom.)

Fold a long piece of yarn in half. Starting at the top left, weave the yarn under and over the strings. As you complete each row, push it up tight. Tie on new colors as you need them to make a pattern. (Figure 2.)

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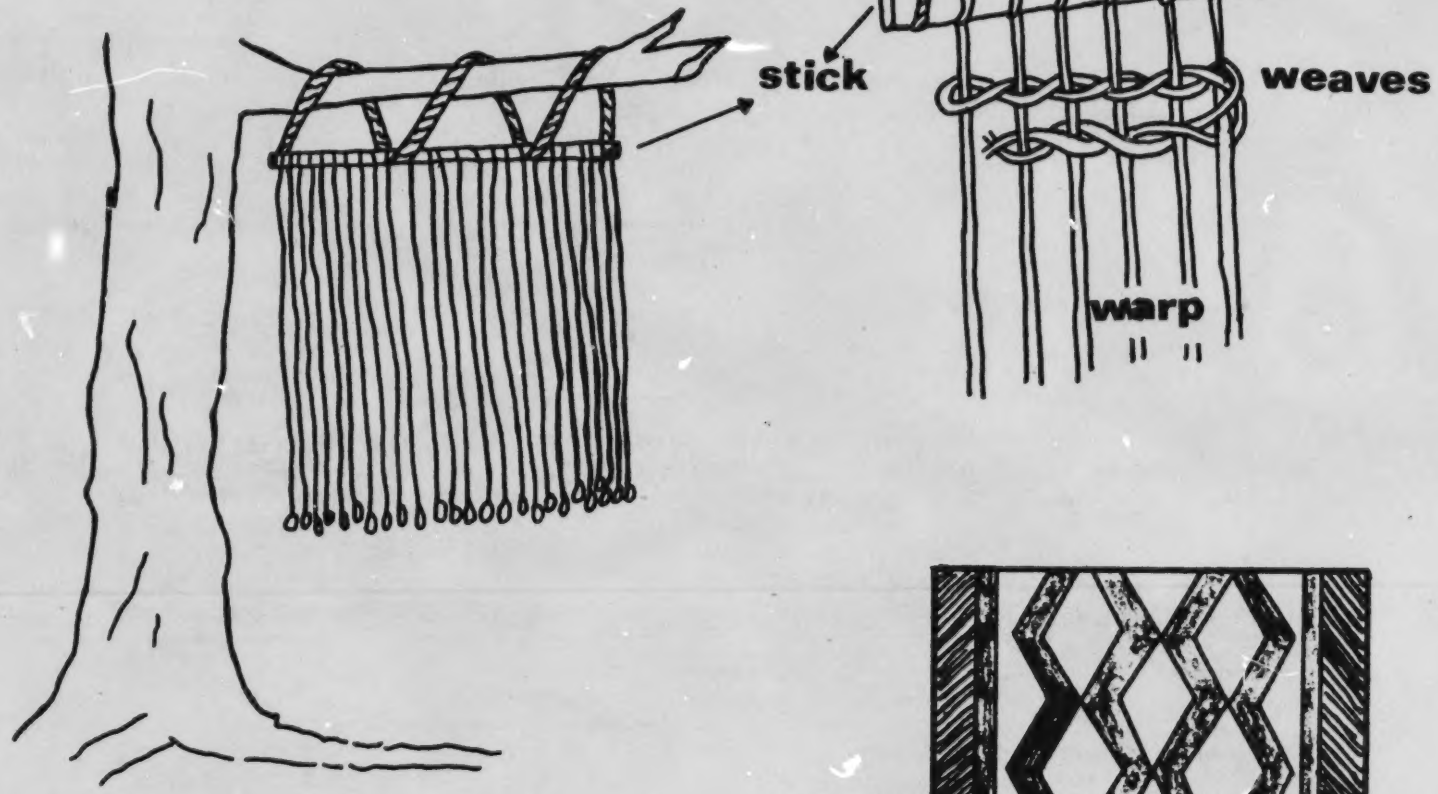

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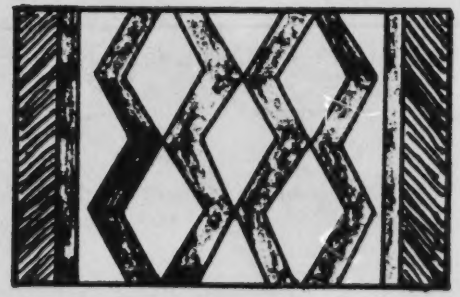

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SIXTH ACTIVITY FOR SKILL D

SEVENTH ACTIVITY FOR SKILL D

The children can construct an:

IROQUOIS HUSK MASK

The husk masks of the Iroquois Indian tribe represent various spirits and they were meant to please the gods of agriculture. The following steps will help the children re-create an Indian ceremonial mask:

Step 1: To make the nose, take a small dried ear of corn and pull the husk back, but do not remove it. Cut away the kernels and cut the cob flat on one side. Pull a few husks back up and tie them. (Figure 1.)

Step 2: Separate the other husks and start braiding them, working wet raffia into the braid. (Figure 2.)

Step 3: Continue braiding the raffia to get a long piece to coil around for the mouth section. (Figure 3.)

Step 4: Make two other braids and coil them for each eye section. (Figure 4.)

Step 5: Sew coils in position with raffia.

To make the fringe: Take a heavy cord, the length of the circumference of the mask. Cut 12 inch pieces of raffia and loop over as shown. Make enough for a full fringe. Sew fringe around mask with raffia. Back up with a paper plate with holes cut for eyes and mouth. Stitch with raffia to hold in place. (Figure 5.)

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fig. 1

fig. 2

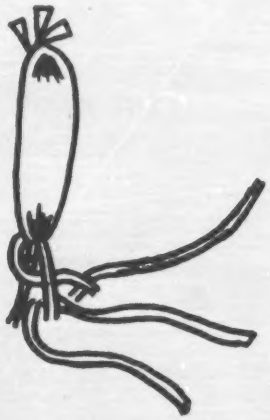
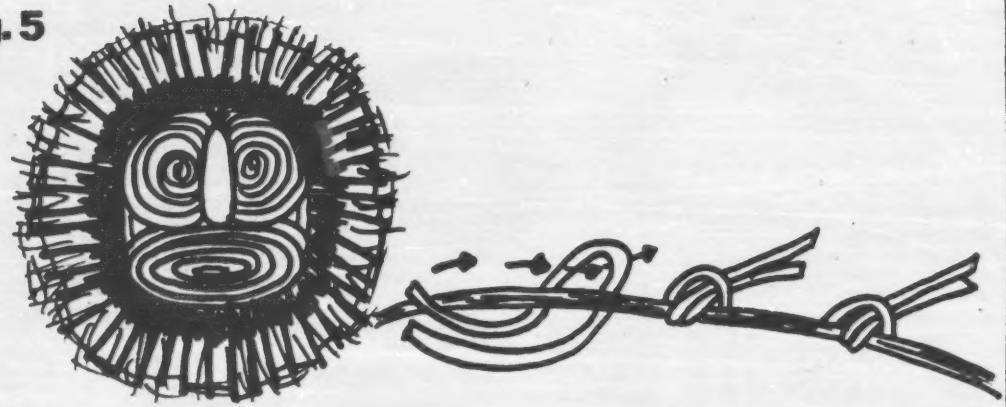


fig. 3

fig. 4

fig. 5



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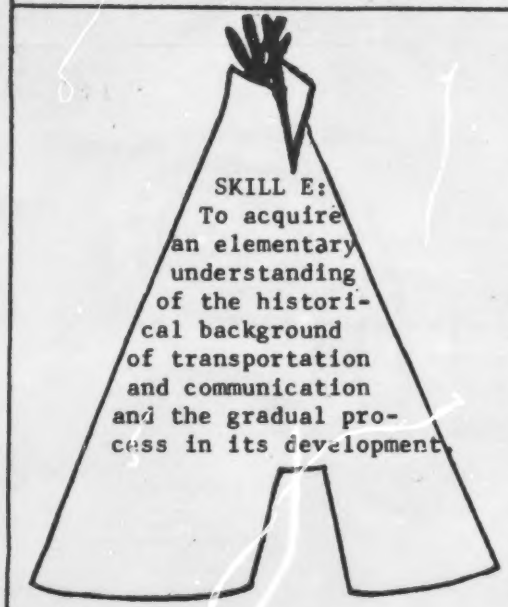
SEVENTH ACTIVITY FOR SKILL D


SKILL E:
To acquire an elementary understanding of the historical background of transportation and communication and the gradual process in its development.

VOCABULARY: travois
drag
canoe
invention

FIRST ACTIVITY FOR SKILL E

The teacher will explain that the Indians knew that it is easier to pull things than to carry them. They took two long, strong branches and made a "drag". This was also called a "travois". Some Indians moved often from place to place. These Indians used the travois to drag the things they took with them when they moved.

Today we can use a cart to bring home food from the grocery store. The cart is a type of travois, too, but it has wheels. You can prove that it is easier to pull things than to carry them. Carry a heavy bundle of books across the room. Now put the books on a chair. Tip the chair and pull it across the room. Do you agree that it is easier to pull things than to carry them?

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SECOND ACTIVITY FOR SKILL E

The children will construct a travois, to be able to observe how this was an effective means of transportation. If you have a fairly large plastic dog or horse the children can make a travois to fit it.

Measure and cut two sticks about three times as long as your animal. For the travois platform, curve a wet reed into a circle and tie the ends together. Wind string around the edges, and weave more string across it, looping it at each intersection to make an open net (Figure 3). Lash to sticks (Figure 1). Cut a small rectangular piece of hide or heavy fabric and sew it on the sticks near the top (Figure 1). Cut straps and attach them at the corners. One pair of straps goes in front of the animal's chest, the other in back of his forelegs. Wind and tie the two sticks where they meet in front. Add cords to tie the bundle on the rack.

fig. 1

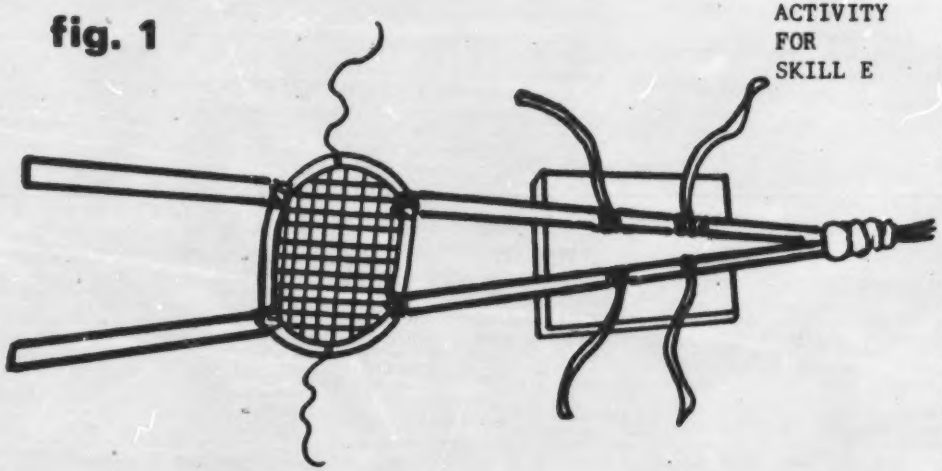
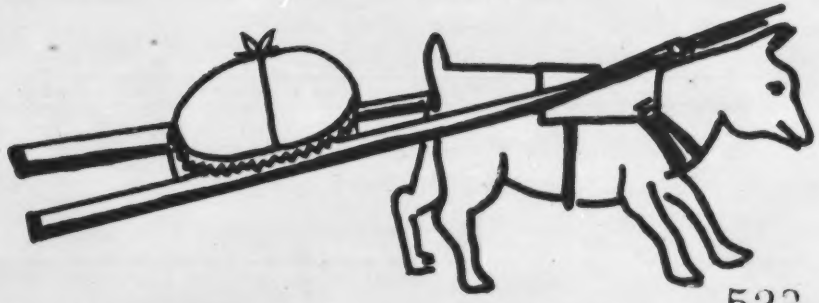


fig. 2

fig. 3



THIRD ACTIVITY FOR SKILL E

The canoe was one of the most popular means of transportation used by the Indians, and it was especially helpful to them for getting to the trading posts to barter with other clans and tribes.

The children will make a canoe. To make a model about 12" long, take the lid of a molded egg carton and cut off one end and the side with the holes (Figure 1). Draw on the shape shown and cut it out. Soak in warm water, then bend into a canoe shape. Hold with clothespins at either end, and allow to dry. Put reeds for the sides and ribs. Soak and bend them and let them dry in position (Figure 2). Glue in place. Thread a large needle with twine and overcast the edges, ends, and the cut sides. Put three flat sticks for cross pieces, glue them in place. Paint canoe to look like birchbark.

fig.1

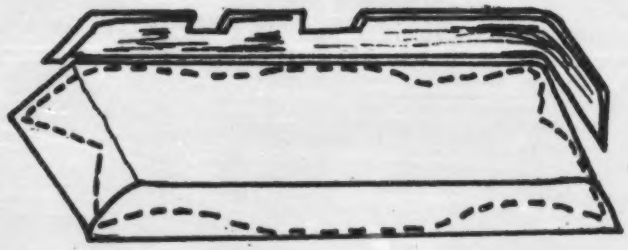
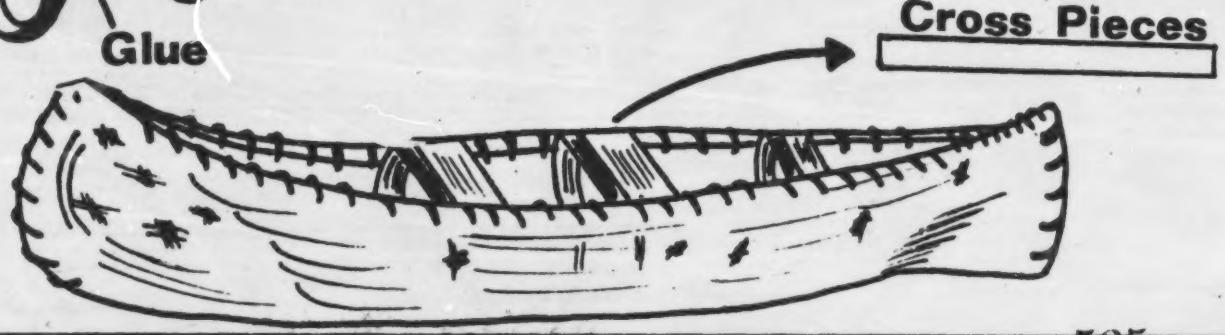


fig.2



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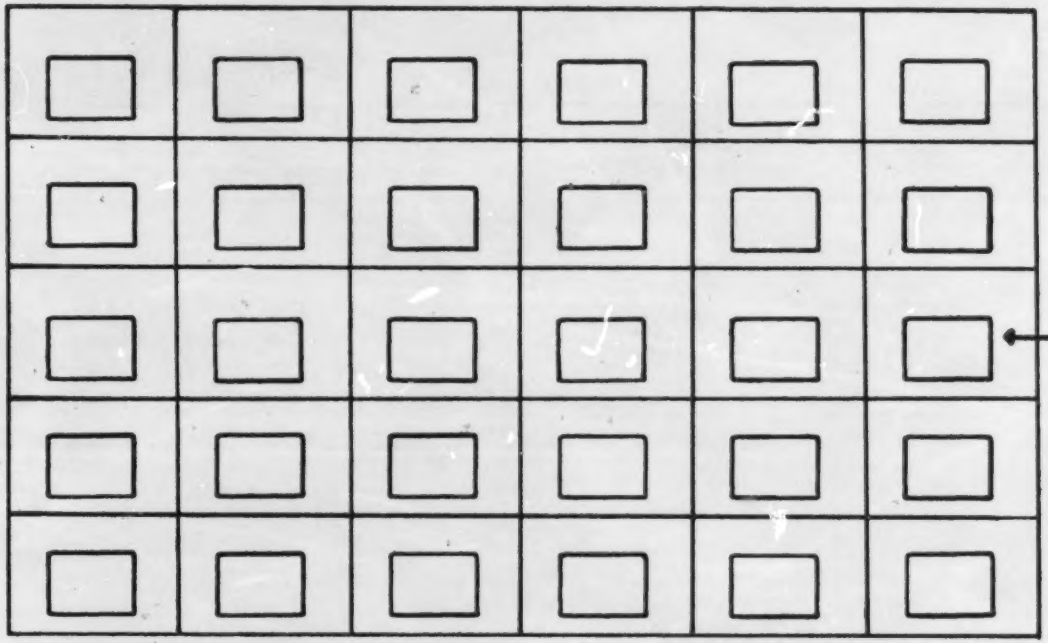
FOURTH ACTIVITY FOR SKILL E

The children can engage in a fun type of activity that will also familiarize them with the names of the various methods of transportation. They will play the CONCENTRATION GAME:

Use one piece of poster board and 3" by 5" cards to create the game board.



This game is for two players. There exist two matching cards. The children are to take turns drawing two cards. If they match, the player keeps them, however, if they do not, the child must return them to the board, trying to remember where he put them. The players draw cards until none are remaining. The one with the most cards wins. The important thing is to remember to concentrate where the cards are placed.

SUGGESTIONS FOR CONCENTRATION CARDS

water-agua
land-tierra
air-aire

walking-caminar
ocean liner-buque transoceánico
space ship-nave del espacio
automobile-automóvil
submarine-submarino
dirigible-dirigible
bicycle-bicicleta
kayak-kayak
balloon-globo
canoe-canoa
train-tren

FIFTH ACTIVITY FOR SKILL E

Have the children pretend they are inventors in the year 2050 and invent a new means of transportation or communication. They can draw a picture of it and describe how it moves. An activity sheet, similar to the one illustrated on the following page may be used for this activity.

Imagínate que eres un inventor del año 2050 y dibuja un nuevo medio de transportación o de comunicación en el espacio abajo.

¿Cómo funciona? _____

_____

¿Cómo se mueve? _____

_____

Dibuja y escríbele al lado el nombre de los materiales que usaste.

Dibuja y escríbele al lado el nombre de las herramientas que necesitaste.

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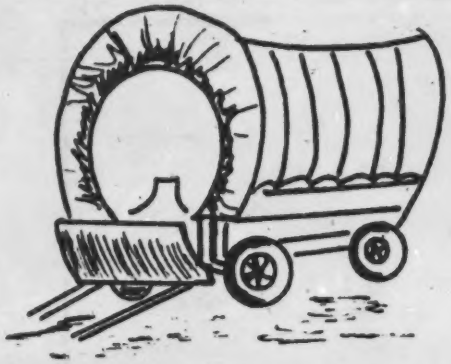
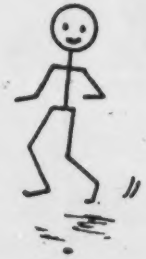
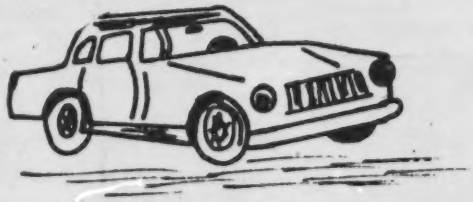
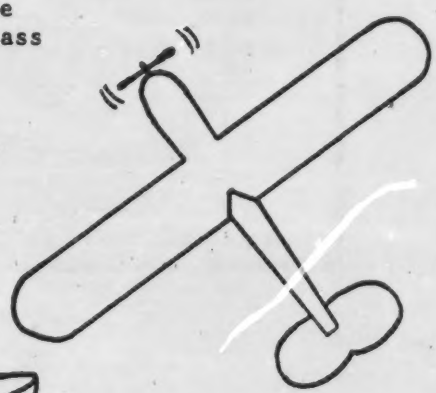


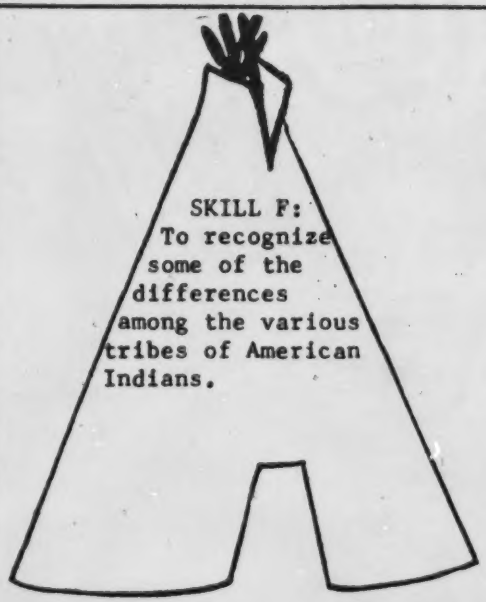




SIXTH ACTIVITY FOR SKILL E

The children will explain what things or what changes brought about the new means of transportation and will be asked to think about what changes might occur in the future that might produce a new form of transportation. The class will discuss their opinions.





SKILL F: To recognize some of the differences among the various tribes of American Indians.

VOCABULARY:

long house	oval wigwam
bull boat	Eastern Indian
moccasin	Plains Indian
bohió	earth lodge
cemí	tipi home
arco y flechas	peace pipe
canoa	
macanas	

FIRST ACTIVITY FOR SKILL F

The children will observe the drawing showing the various contrasting aspects of the American Indian tribes. The teacher can comment on the drawings and ask the students to state possible reasons for the differences found.

SECOND ACTIVITY FOR SKILL F

The children can construct replicas of some of the tools, adornments, or homes of the different tribes of Indians for a display area that they can arrange in the classroom. Some examples of the things that they can easily reconstruct are the masks, dance sticks, homes, weapons; and they can use such materials as construction paper, paint, clay, sticks, glue, and paper maché.

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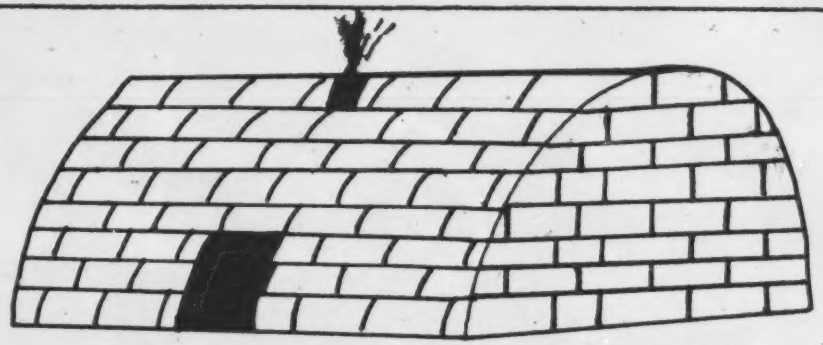
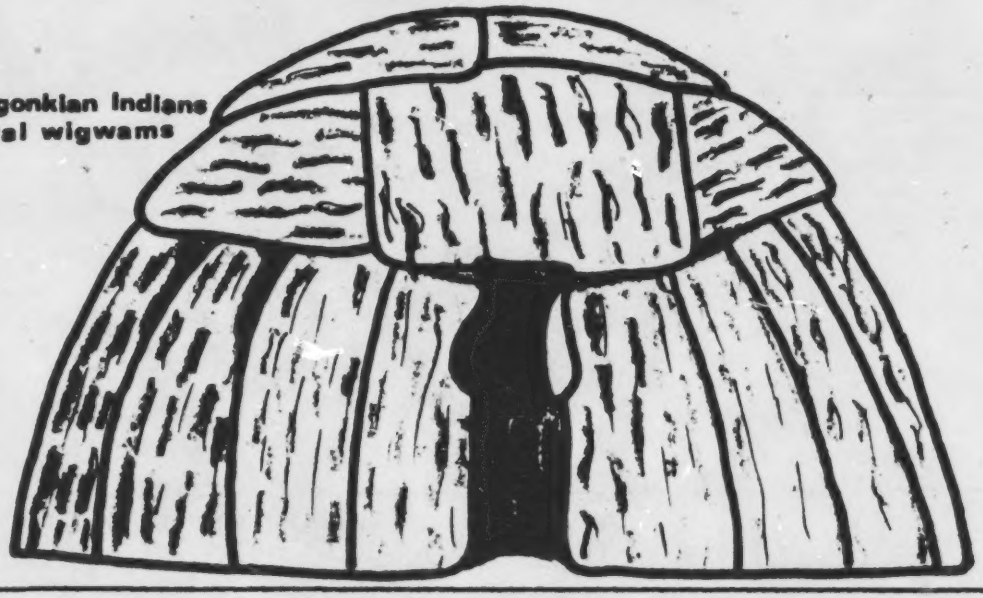
Eastern Indians

SECOND ACTIVITY (a.)

birchbark canoe


long house- Iroquois Homes

Calumet Dance Lance


Algonkian Indians -oval wigwams

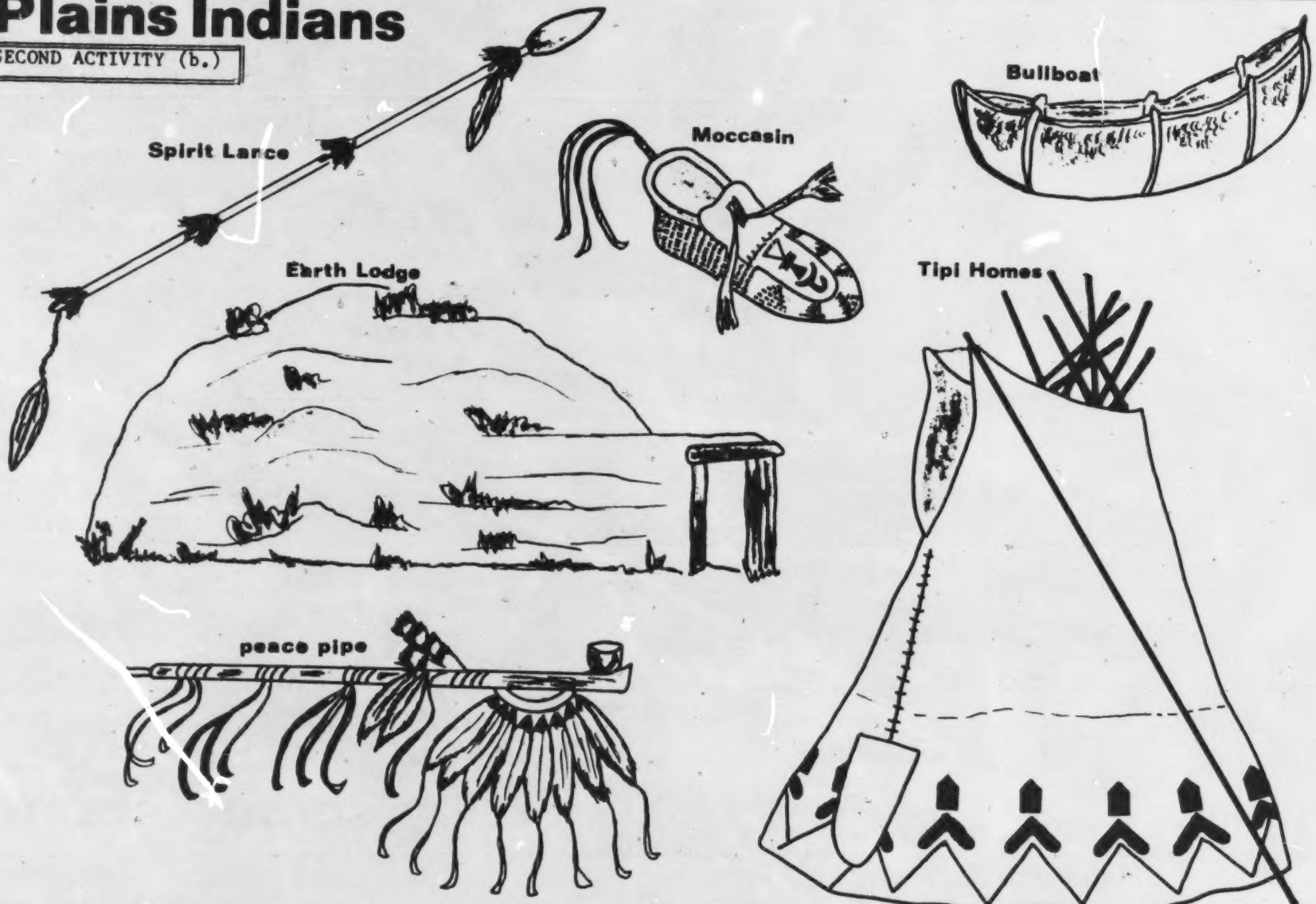
Algonkian Moccasin

war club

Iroquois Moccasin

Plains Indians

SECOND ACTIVITY (b.)



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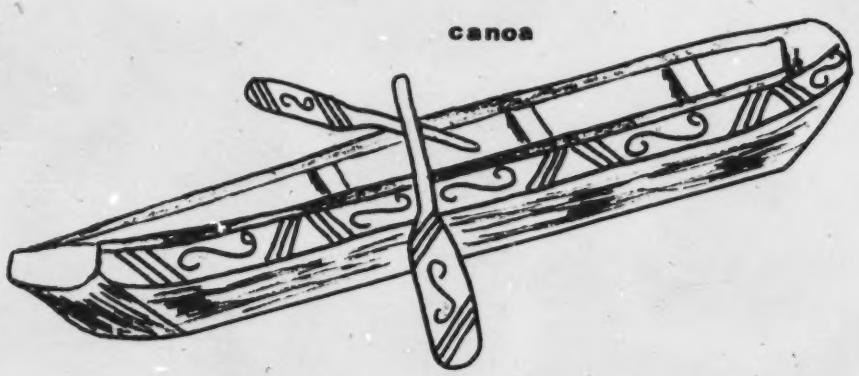
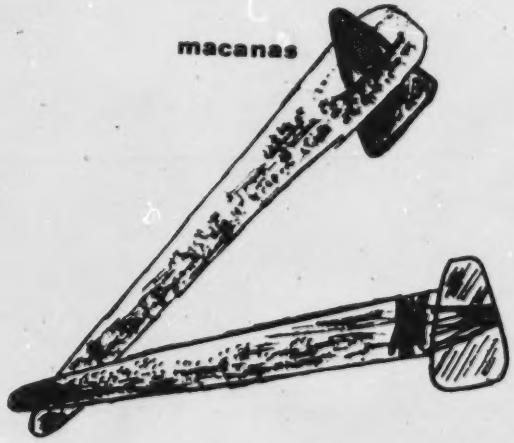
Indios Taínos

SECOND ACTIVITY (c.)





THIRD ACTIVITY FOR SKILL F

The teacher can take the children to the Peabody Museum, New Haven, Connecticut, where they will be able to observe a room full of showcases on the Plains Indians. Then they can draw comparisons between the Plains Indians and the other groups of Indians.

FOURTH ACTIVITY FOR SKILL F

As an added activity, the children can compare life-style differences, tools, etc., between an American Indian tribe and the Taíno Indian tribe.

CRITERION: The children will be able to describe four differences among the various tribes or regions of American Indians in terms of housing, transportation, occupation, and tools at 100% accuracy.

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Dubrowsky, Edward, People of the Carribean, Urban Media Materials, Roslyn Heights, New York.

Dubrowsky, Edward, Puerto Rico and the Puerto Ricans, 1969. This filmstrip deals with the Puerto Ricans who come to the United States, with references to Puerto Rico and what the emigrants leave behind them.

Puerto Rico: History and Culture, 1969. (May be better for Grade five)

Bilingual Stories: Series One, 1972.

Peabody Museum as a Reference Resource: there is one room filled with showcases on the Plains Indians. There are other exhibits which deal with various other Indians, also.

Postcard depicting a Plains Indian chief. (Available at Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, Connecticut, 06517.

Mystic Aquarium as Reference: see Unit on Eskimos, Grade Four Social Studies Curriculum